

School Activities

The National Extra-Curricular Magazine

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As the Editor Sees It--

If this spring we do not promote the development of the "annual" in any other way than by teaching students to term it accurately as the "yearbook," we shall have made some progress.

Down the side of the official letter-head of the Morgantown, West Virginia, Junior High School are the names of thirty pupil-officers properly listed under nine school organizations. That's an idea. Incidentally, the names of the superintendent and two assistant superintendents are next to the bottom. Principal W. O. Forman's name is at the bottom.

"What of it?" snorted a university president recently when informed that "his" institution had been blacklisted by one of the highest accredited bodies in the United States. "What of it?" snorted the athlete when caught in a violation of the rules. Any difference? If so, we fail to see it. Both refused to play according to the standards and regulations set, both knew better, and both should suffer the consequences of non-social living.

"Acid Mouth," "Acid," "Dated," and "Dirty Linen Skin," "Crepey Throat," "Conversation Lines," "Flour Face," "Linstick Parching," and "Piggie Hair Bristles" are a few of the new ailments discovered by the advertisers of the corresponding "remedies." *Printer's Ink* states that there are now at least 93 of these "diseases" of which the medical profession is apparently unaware. A serious study of all kinds of advertising is an appropriate activity for any home room.

It is no more reasonable to expect all teachers to become good home room sponsors than it is to expect them all to become good football coaches, band leaders, swimming instructors, or year-book advisers. The time will soon come when only those most competent will be assigned this important responsibility.

And such assignment will NOT be on top of an already full teaching schedule. Hasten the day!

Some educators, as well as super-patriots, do not know their psychology. Attempting to prevent thinking about something only challenges the intelligent individual to think about it. If something "must not be thought about" we may (1) ignore it—which may be impossible, or (2) show why "it should not be thought about." Such attention certainly does not mean advocacy.

Attorney Joseph Roach in appealing for a lower bond for "Terrible Tommy" Touhy asked that consideration be shown "in the interest of humanity." What a conception (even though only "professional") of the needs of society! At the time of his arrest, Touhy, the last of five gangster brothers, wailed, "What an end to a family!" To what extent was education, secular and religious, responsible?

"Chewing Gum Helps Makes Winners." reads a current advertisement in at least three professional-educator's magazines. It is illustrated with a photograph of a smiling boy and a smiling girl each holding an attractive trophy cup. The moral is, insist that all of our contestants in athletics, music, declamation, debating, banking, courtesy, essay, ticket selling, and spelling competitions chew gum—the more the better (for manufacturers). But, sh-h-h-h. don't let your opponents know it. Might not work if both sides chewed.

Increasingly, high school parties are imitations of the extravagant and formal poems of the college. Unchecked or misdirected class and group rivalries have been responsible for many an expensive, needless, and destructive social splurge.

A State Program of Character Education

EDNA H. JACKSON

Supervisor of Character Education, State Department of Public Instruction, Lincoln, Nebr.

NEBRASKA EDUCATORS, leaders in civic organizations, and clergymen are awake to the urgent need of very definite procedures in character education and are cooperating to bring about more effective integration of activities whereby they may aid the youth of the state to live a full life and to assume their individual responsibilities for better citizenship. A character education conference was recently held in Lincoln under the direction of Mr. Charles W. Taylor, State Superintendent of Public Instruction in which clergymen, educators, and other leading citizens participated.

National leaders who addressed the conference were Mrs. Charles E. Roe, National Field Secretary, National Congress of Parents and Teachers; Dr. Fred J. Kelly, Chief, Division of Higher Education, Office of Education, Department of Interior; and Colonel John A. Randall, President of the Mechanics Institute of Rochester, New York. Challenging and spirited addresses by these very capable speakers were followed by conferences in which ways and means were discussed. It was the unanimous wish of those attending the conference that a similar one be held again next year.

The Nebraska schools have adopted definite plans in their state wide program for character training. The state plan provides for individual development and for cooperation through school club activities.

The character education courses are a fundamental part of the state course of study, and character education is mandatory upon every teacher employed to give instruction in the regular course of the first twelve grades of any public, private, parochial or denominational school in the State of Nebraska. Capable teachers are enthusiastic about results obtained by the use of the courses.

Superintendent Taylor became interested in the Knighthood of Youth plan as used in the New York City Schools. The plan is sponsored by the National Child Welfare Association, a non-commercial organization, devoting its energies to the problem of character education. Permission was given to the State Department of Public Instruction

to have bulletins edited as planned for Nebraska schools. These have been completed and made available to all schools in the state. An experienced supervisor under the direction of State Superintendent Taylor assists superintendents and teachers in directing club activities over the state.

The *Knighthood of Youth Club Guide* is the course for rural schools and for grades four, five, and six of the city schools. *Group and Club Activities, First, Second, and Third Grades* give suggestions for activities for these grades. In the rural schools the pupils of the first three grades participate as members of the school club, and this bulletin is used for suggested activities; in the city school teachers adapt the plan to the needs of the particular grade and to their ability to carry out activities. The *Junior Service League* is used for grades seven and eight and the *High School Service League* is used for grades nine to twelve, inclusive. These are also adapted to the plan of organization and to the needs of the local school. A *Message to Teachers, A Message to Parents, and The Adult's Part* are bulletins which enable parents and teachers to become familiar with the general plans for Knighthood of Youth and Junior Service League.

The bulletins arouse the interest of boys and girls in becoming members of a great national movement. The term "Knighthood" has an appeal in that it offers an opening in the land of adventures. The various activities assumed by the club and by individual members are to them their "knightly adventures." The term "knighthood" itself represents an ideal, that of service.

The program emphasizes the necessity of home and school cooperation. Every child is encouraged to overcome his bad habits, replacing these with good habits. Ways of encouraging these individual improvements are presented at club meetings by the various committees. Commendation is given at the club meeting to individual pupils who form desirable habits. Thus, the strong incentive to do right is the approval of the social gallery which through the club includes the school, home, and community. Each pupil is permitted to keep on the "stones" of an

outline castle a record of his successful adventures in forming good habits, carrying out home responsibilities, and rendering service. A large castle outline is kept on the school room wall so that a record may be kept of successful group "adventures."

The Club Guide gives complete instructions for organizing a club, and many activities are suggested. The instructions on parliamentary procedure are complete and definite. Pupils easily learn to follow them and delight in knowing that they can do so properly.

Some of the committees suggested in the Club Guide are: Scholarship, Courtesy and Order, Thrift, Decoration, Leisure Time, Cleanliness, Safety, Recreation, and Program. Most of the committees report successful "adventures," both group and individual. No pupil's name is mentioned for having done the wrong thing. Undesirable acts are discussed and the chairman of the committee asks for better cooperation on the part of the members but does not say who failed to cooperate. The teacher holds an individual conference with pupils who fail to cooperate properly whenever such a conference is deemed necessary. Good deeds are recognized and commended. Club members are urged to learn and follow the club motto, "Live Pure, Speak True, Right Wrong."

Teachers have shown remarkable skill in developing desirable traits through their club activities. Since the plan is very flexible it may be adapted to any class room situation. Teachers and pupils have added many interesting projects to those listed in the club guide. Boys and girls have been helped to appreciate their school as a social center and have entered whole-heartedly into wholesome activities of the club. Since the plan may be carried out effectively with a very small group or with a much larger group, it is practical for all schools.

Nebraska has 10,730 elementary and rural teachers with 236,078 pupils enrolled. It has been estimated that at least 7,000 clubs have been organized. The growth has not been rapid but it has been steady. Some teachers have been a little slow in taking up the work, for the ideas were new to them and they failed to grasp their importance. The normal training courses in Nebraska high schools provide for specific teacher training in Knighthood for Youth work. Through these courses teachers may become

prepared to direct clubs efficiently and begin their work with a comprehensive knowledge of definite procedures that will insure proper character training through activities.

Parent-Teacher organizations have given splendid help in bringing the plans to the attention of parents and in securing the cooperation that is essential to any successful undertaking in character training.

The Nebraska Federation of Women's Clubs is vitally interested in the success of Nebraska's character education law. The Nebraska Federation is organized to reach the mothers, almost 14,000 of them, and leaders are attempting to see that within the next two years these mothers understand what the character education law is and how the State Department of Public Instruction is attempting to carry out its enforcement. Their remarkable interest and help will do much to bring about the much needed cooperation and to insure lasting results for good in this important training.

Many other organizations are giving vital assistance in character training and the state plan provides for cooperation with these groups.

The Club Guide gives definite suggestions for writing a constitution for the club. The time of holding the meetings may be decided by the club. It is well to have a club meeting once every two weeks, and the meeting should not be more than one hour long. Meetings should be called at a regular time: business of the club should be handled efficiently and rapidly; entertainment should be short but very interesting to the pupils. The club should not undertake too many projects but should feel a very definite responsibility in completing any project which is begun.

Mr. G. B. Watson, in his article on "Project Method", has said, "Real character growth comes in proportion as either children or adults face their own problems frankly, predict consequences, make their own decisions, and in practice suffer the consequences." Through school club activities students face their own problems squarely and make their decisions under the guidance of the teacher. As they show greater ability to predict consequences, greater freedom given to them. It is interesting to note the change in their attitude when they are lead to assume some responsibility in deciding just what should be done to solve their problems.

Parent-Teacher-Pupil Council

W. O. FORMAN

Principal of Morgantown Junior High School, Morgantown, West Virginia.

IT HAS ALWAYS been taken for granted from the time schools were established that a close relationship should exist between home and school. This idea is founded on the basic principle that the schools belong to the people and are for the benefit of the child, although the depression has caused many communities to lose sight of the child. As public education grows more complex and people become aware of the vital place in society of the school, this relationship between home and school grows in importance.

The greatest need of close relationship appeared at the elementary school level. The child was very young and more dependent by nature upon others. The American genius or habit for organization soon showed itself with the result that the Parent-Teacher Association was formed.

It is quite natural that the pupil was not included in the new organization. The parent and teacher were the important factors. Pupils were to do the conforming and walk the straight and narrow path. By a kind of indoctrination, supported by teacher and parent, there was nothing to do but to conform, whether the pupil liked it or not. It is not surprising that this idea prevailed because such a point of view, influenced by ecclesiastical teaching, had come down for several generations.

The high school of not many years ago presented a different situation from that of the elementary school. The child was well into his teens and by nature was a very different individual. Moreover, the school was highly selective, and the type of pupil who attended conformed beautifully. The need for close relationship between home and school did not seem to be very great and hence, P. T. A.'s in the high school were not so common. Pupils who are very critical at this age let it be known that they didn't want parents "snooping around." Where such organizations did exist, they were patterned after the elementary groups, with the result that much time and energy was often lost and sometimes misused.

Some communities have realized that two very definite factors entered the picture a few years ago to require changes in home-

school relationships and naturally in the P. T. A. at the secondary school level. One of these was the fact that the high school very quickly ceased to be selective. In place of only college preparatory pupils, all kinds of children demanded entrance to the high school. The complexity of this situation resulting from a rigid academic atmosphere stubbornly yielding ground is very apparent.

The other atmosphere was the new junior high school, which based its organization on the needs of the child at a particular period of life.

A new school era entered with the advent of the junior high school. It was not based on absolute freedom of the child and did not propose to follow the teachings of Rousseau. Rather, it was a freedom under guidance, which became one of its underlying principles. This principle implies that the pupil be given a place to participate and an opportunity to go forward under his own power, once the direction in which he should go has been accepted. His ideas and suggestions, reinforced by those who guide, are to be heard and given due consideration. The very idea of acceptance implies council.

If we accept the point of view that the child comes into the world with certain fundamental needs, urges, and drives and that he is going to seek to satisfy these, it behooves the school to provide the proper satisfactions through its guidance program. This can be done if the pupil is taken into consideration. Of course we know that when the P. T. A. was first organized, the difference in the philosophy of the elementary level from the junior high level was not so well accepted. Child nature and needs were not so well known. The very name, *Parent-Teacher Association*, implies this.

From these facts as a background the parent-teacher-pupil council has its beginning. It seeks to function in two ways. In the first place, there is the individual case either of social maladjustment between pupil, teacher, and parent; or there is the encouragement given to very desirable social and intellectual traits. There have been frequent examples of the former. As for the latter, there is a feeling that it is desirable, but

technique seems to be lacking.

Some schools have used a personal letter to the home either to replace or to supplement the usual grade card. This is a long step in the right direction. However, the letter becomes a more difficult problem on a large scale. The citation roll and the new report card used this year form two very definite ways to give encouragement to the growth of desirable behavior characteristics and to offer concrete examples of standards for the entire school. The citation roll is democratic in that *every* pupil may achieve distinction in his own field of abilities. There are no *preferred* lists or honor rolls, no golden pendants dangling from a chain to produce class distinctions. It is just as great an honor to create a beautiful dress, or write a poem as it is to make an "A" in some subject.

But how does a parent-teacher-pupil council function in such individual cases? The citation roll and the new report card did not come about through individual relationship. It is a cooperative plan which is in the process of constant revision for improvement, and this plan must be guided by some central committee or council. In the next paragraph will be seen the means for guiding this form of activity.

The second way in which the parent-teacher-pupil council seeks to work is through a committee composed of the heads of three units represented; namely, the teachers through the principal, the parents through the P. T. A. president, and the pupils through the community council president. This committee counsels together to consider the larger aspects of the school's program and policy. It may initiate activity to be presented to, discussed by, and even modified by, the three organizations represented, or it may receive suggested changes or new procedures for further consideration. These in turn are to be presented, discussed, and, if acceptable, to become a part of the school's activities.

What are some of the things which our parent-teacher-pupil council has done already? The budget of the school was determined in this way. Methods of raising the money and places in which it was to be spent were decided. This year the total amount was five hundred dollars. Growing out of this program called for by the budget were many other problems requiring solution and cooperation. For instance, the teacher's reception the first week of school found

many pupils present acting as hostess to parents, board members, and guests. Some of the patrols helped to take care of the building needs while various other duties were carried out, cooperating with teachers and P. T. A. committees. American Education Week found the pupils in the foreground. Almost 400 parents came to visit the school at the urgent request of their children.

It puts quite a different angle on the question of home-school relationship when pupils seek to show their parents the best they can do. They are lifted to new levels of achievements and new attitudes. Teas planned and served by the girls in the Foods and Clothing classes always bring parents. These furnish the occasion for wholesome relationships and the clearing up of many misunderstandings as well as the opportunity to help sell the program of the school.

There is another side of this council which has proved most valuable. Through the community council president the attitude of the entire pupil body is secured on school needs, school problems, where progress is being made or where changes are needed to improve conditions. This conselling and thinking together with certain objectives clearly in view bring about the desired moves or folkways so necessary in any successful school.

It is not out of place to say that the emphasis on home-school relationship found in the council is a large factor in the educational interpretation program of this school. True, there must be something real, something worthwhile to interpret; but parents do not object to anything new so long as they can understand it. They want the best schools and they are sensitive to the wholesome reactions of their children.

Shall we change the name of Parent-Teacher Association to Parent-Teacher-Pupil Association? This may come about in time. It is results that are important. Back of this council movement lies the purpose to make the pupils feel they have a share in building a great school and with this sharing comes the acceptance of responsibility and the consequent development of loyalties to those ideals, which are the heritage of the race. The teacher becomes the counselor and guide, not the commander in chief. Education is a cooperative enterprise, and there can be no real cooperation with the pupil left out of the picture.

Creative Commencements

G. W. KIRN

Principal of the Abraham Lincoln High School, Council Bluffs, Iowa.

IN A PROGRESSIVE school every activity must serve some significant purpose. The commencement exercise must justify its existence. It should be more than a perfunctory public convocation commemorating the conclusion of a four year high school career. If its dominant function is only to pass out diplomas to more or less deserving graduates before an audience of doting parents and interested friends, the school administration has failed to capitalize one of its greatest educational opportunities.

Naturally commencement exercises in diverse communities should show wide variations. Many elements become traditional because of such extraneous factors as the kind of stage and its properties, the size of the auditorium, and other facilities.

The processional runs the gamut from the most informal taking of seats by the members of the graduating class in a specially reserved section to the stately, dignified, beautiful processional march. This, too can be made to serve an educational purpose. It furnishes an excellent opportunity to capitalize the instrumental and vocal music of the school, to typify in its formality the spirit of the city, and to portray some of the economic and social life of the community.

There are two radically different objectives to be served by the commencement address. The main feature of the usual commencement is a speech by some prominent adult. Its purpose is to serve the cause of education in the community; to restate for the class the purposes of education; and to bring to the community new idealism and renew support for progressive education. Many of these addresses are inspiration par excellence. Too often the address is endured in bored silence by members of the graduating class and by the proud parents and relatives, only as a traditional prelude to the really important event of the one child's getting his diploma.

The second objective is to make the commencement of the pupils, by the pupils, and for the pupils. This procedure is danger-

ous. Too often, speeches by the pupils become too academic in character and so unrelated to the experience and understanding of adolescent youth as to appear presumptuous and ill-advised.

The task is to produce an exercise within the range of the experience and capacity of the high school graduate, intimate enough to be convincing, and spectacular enough to hold attention. Thus, certain progressive schools have enlisted the use of the pageantry, dramatic presentations of educational procedures, displays of school projects, descriptions of the accomplishments of departments, and the recognition of superior school achievements. Their purpose is to make use of the program to inform an interested public in that most receptive mood of what the schools are doing, and why they are doing it to enlist support in the furtherance of progressive policies.

This exposition of plans used in the Abraham Lincoln High School of Council Bluffs, Iowa, is not presented with the idea that this is the last word in commencement programs, but rather to serve as an interchange of ideas in a field where concrete material is sadly deficient at the present time.

The faculty and students of this high school have some very definite standards and objectives. They believe that commencement programs are occasions to focus the attention of the school and the public on the activity of the graduating Seniors. These occasions are creative and represent the initiative and thought of the pupils. They are dignified. They are beautiful. They are gala occasions, high lights in the pupils' experience. They vitalize the school career of every pupil and furnish him with an incentive to finish his curriculum. They are planned and presented by pupils and represent the combined activity of every department of the school. They represent in a dramatic, captivating, spectacular way the objectives of secondary education. They give definite information, arouse interest in edu-

cation, and furnish an effective basis for community cooperation. They relate curricular and extra-curricular programs, and demonstrate their correlation in child development. They serve as an opportunity for the members of the graduating class to show their appreciation to the community for the privileges they have enjoyed in an institution of public education.

In conformity with these ideals the commencement exercises have become a tradition of this school. The processional is the stately "Pilgrim's Chorus" from Wagner's *Tannhauser*. There is of course, no special inherent virtue in the selection of this particular processional. Any beautiful classic music would serve the purpose as well. The repetition of the same music year after year, however serves as a bond between the current class and its predecessors. It is stimulating to note the zest with which pupils enter into the spirit of this music at alumni gatherings.

This school does not use caps and gowns. Pupils and teachers feel that this custom destroys the display of individuality in the class, and that education is essentially an individual process. The boys wear their customary dark suits newly pressed for the occasion, the girls inexpensive white dresses. Because Council Bluffs is a center of rose culture, each of the girls carries a uniform bouquet of roses. All members of the graduating class are seated on the platform on raised seats so that each may be in plain view, the cynosure of the eyes of his parents, relatives and friends.

This arrangement, while important from the standpoint of a graduate-centered commencement, presents difficulties in the construction and administration of a program. It has made impossible the presentation of a drama or a pageant demanding a background, scenery and other properties. It has necessitated a program that is spectacular enough to engage attention on a restricted portion of the stage, with the graduating class as its background. Properties and equipment are of such character that they do not obstruct the view of the class or can be moved easily and expeditiously into position during the program. A brief description of recent typical programs may be of some value as suggestions to schools with similar objectives.

The Book

The class of 1931 attempted to describe the component elements and purposes of the regular curriculum. It used as the theme of its program "The Book". Its purpose was to present in schematic fashion the contribution each department is making to secondary education, the changes in emphasis that have occurred historically, and the relation of each to the other departments of the curriculum. Committees of Seniors and faculty set up the program, outlined the topics, and presentation. Selection was made to avoid the obvious in favor of elements of appeal and interest. Wherever possible pupils were selected for participation who had done outstanding works in these departments, who knew intimately the significance of the activity, and who represented by the quality of their work and their general appreciations, the spirit of the department.

Fifteen speakers were chosen. After experimentation with various properties, a huge book, nine feet high and twelve feet wide was designed. One page was used for each speech. Boys from the industrial Arts department constructed the book. It was decorated by the Fine Arts department.

Upon each page was the title, a large initial illuminated letter and the opening sentences of the talk. On commencement night the lights of the auditorium were dimmed and the book illuminated by spotlights. Small costumed pages turned the leaves for the participants as each department in which he excelled. Thus the class presented its conception of history, mathematics, science, literature, speech, dramatics, languages, health education, commercial subjects, household arts, manual arts, drafting, music, fine arts, and vocational education. Each focused the attention of the audience upon some specific educational practice. There was rapt attention and no apparent boredom. Each pupil felt vitally responsible for the success of his part in the program. Parents and patrons felt that they were acquiring an intimate acquaintanceship with the work and idealism of the school.

We Build

Encouraged by the enthusiasm for this kind of commencement, the class of 1932 planned and executed a similar program. It chose as its theme, "We Build". The thesis of this program was a description of the ulti-

mate objective of public education. The plan pursued was to show the relationship between the specific objectives of the school and the more general objectives. It attempted to show methods and procedure of the

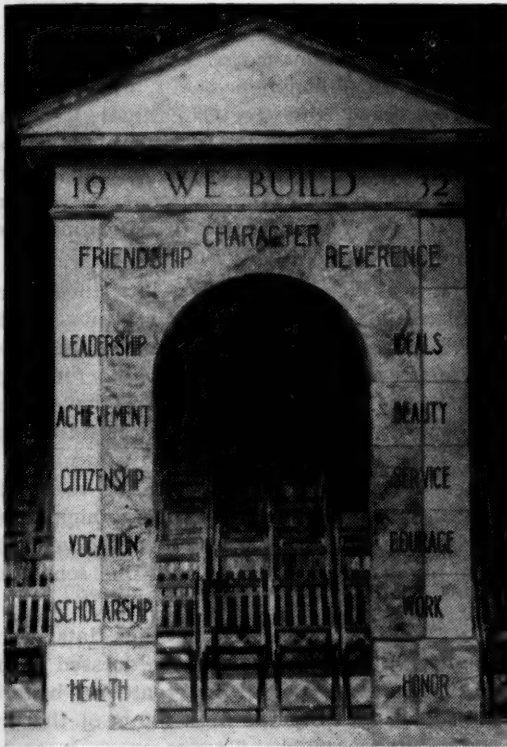
ence. Character was used as the keystone to unite the arch.

Upon this arch was set a pediment so that the whole structure was a replica of the front door of the school building. As each pupil received his diploma from the President of the Board of Education, he stood framed in the arch. Then he stepped through and took his seat, an allegorical representation of his entrance into society outside the school.

The Torch of Education

The theme of the class of 1933 was "The Torch of Education". This exercise portrayed education as a never-dying flame, passed on from generation to generation. The specific plan was to show the contribution of the extra-curricular to the curricular program.

The symbolic representation was maintaining and augmentation of the flame. A



school to develop idealistic character and strong ethical personality.

The arch was selected as a symbol. Spotlights focussed the attention as the arch was constructed on the stage. As each pupil participating in the program came to the platform for his speech, he carried a representation of cut stone, made to appear like marble. Each stone was put in place in the arch by the master builder, the president of the class. The two sides were built alternately. The stones on the left represented physical characteristics. Those on the right their spiritual counterparts. As the arch was building, scaffolding was set unostentatiously in place to facilitate the laying of the stones. The class used paired objectives of health and honor; scholarship and the dignity of work; vocational and courage; citizenship and service; achievement and beauty; leadership and ideals; friendship and rever-



ence. Character was used as the keystone to unite the arch. Upon this arch was set a pediment so that the whole structure was a replica of the front door of the school building. As each pupil received his diploma from the President of the Board of Education, he stood framed in the arch. Then he stepped through and took his seat, an allegorical representation of his entrance into society outside the school.

March, 1936

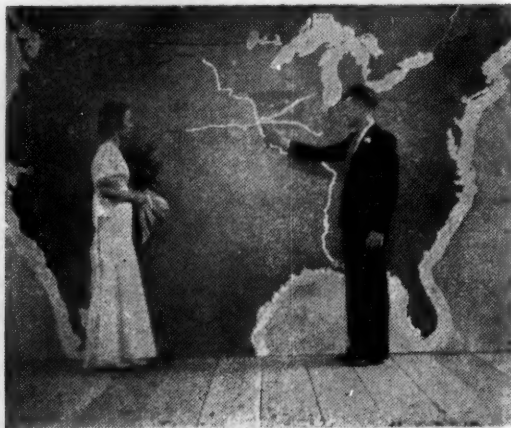
tivity of the school. As each pupil stepped out to deliver his speech, he presented the small torch to the president of the class, who placed it in position on the shaft of the large torch. Thus its light beautified and embellished the main shaft of the torch. As each new element was added, the flame representing the spirit of universal education increased in size.

In this manner the pupils described the place in education of the home-room, school assemblies, publications, clubs, literary societies, dramatics, forensics, vocal and instrumental music, boys and girls athletics, the R. O. T. C., character organizations, the honor society and the development of finer appreciations in the light of the torch.

Highways of Heritage

The class of 1934 attempted to describe in its program the social forces in Council Bluffs which had produced the civilization of which it is a part. It used the subject, "Highways of Heritage".

A huge map of the United States occupied the center of the stage. This map was constructed with a light chamber behind. The direction and location of the various social forces were cut in the map. These lines were covered with adhesive tape which was painted the same color as the map so that at the outset it was not visible. As each pupil on the program showed the geo-



graphic location of the various influences centering in Council Bluffs, he removed this tape and left a line of light.

The program included the influence of the early Indians, of the river traffic on the Missouri, of the Lewis and Clark Expedition, of the trails, railroads, and highways, of the

development of the Union Pacific Railroad, the migration of the Mormons, the character of the soil, the influence of the community as related to patriotic service and public education. This program was especially valuable to the class producing it since it served as an excellent summary for much of the instruction given in the high school course.

The Romance of Education

The 1935 commencement was a direct outgrowth of the Ter-Centennial Celebration of the development of the high school. The class felt it afforded an unique opportunity to publicize this national celebration. The subject "The Romance of Education" was therefore chosen.

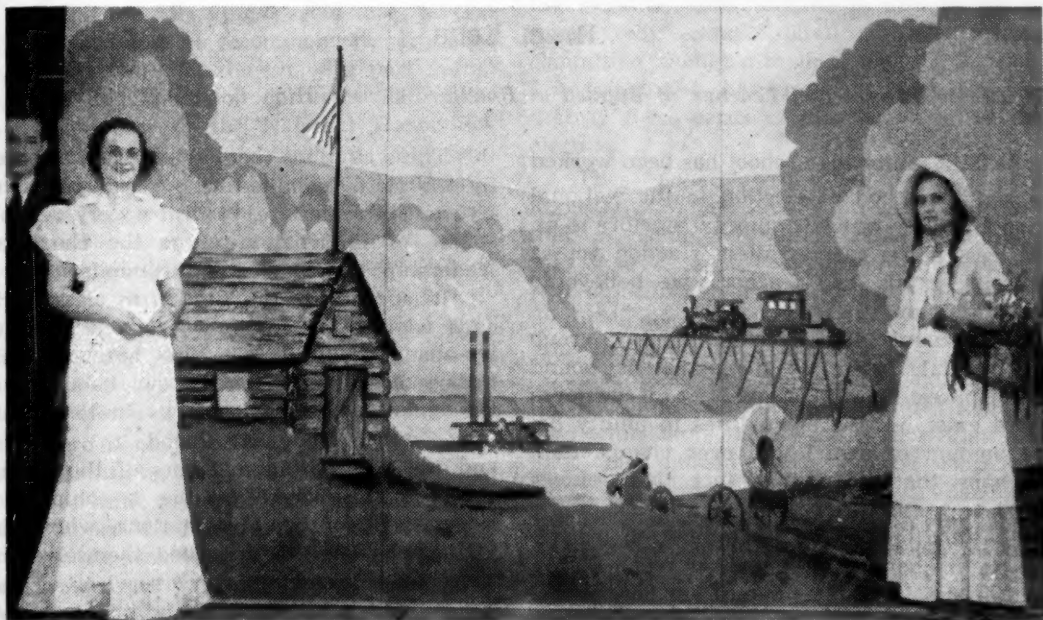
It was very difficult to introduce spectacular effects into this program without building a pageant. This element was supplied by means of a series of flats nine feet high by twelve feet wide. The Art department made a series of original pictures describing an early medieval school, the setting of a pioneer school, a reproduction of the early high school in Council Bluffs which typified the school of 1900, a representative modern high school setting, and the school of the future.

Flanking the sides of the flats were small groups of lower classmen dressed in the costume of the period to create an historic atmosphere. Only the high-lights of this era could be described. The speeches were on the influence of ancient and medieval education, the Boston Latin School, the pioneer movement and its schools, the Industrial movement and its schools, the modern school and its curriculum, the problem of universal education, ending with a suggestive description of the school of tomorrow.

These are very brief descriptions of commencements that have become traditional in the Abraham Lincoln High School. Their chief virtue is that they are pupil centered and that they furnish a fitting climax to a high school career by challenging the ingenuity and imagination of the graduating Seniors. They are simple but spectacular and enthusiasm of the entire class since there are very few indeed who have not had something to do with the planning of the program, the preparation of the speeches, and the building or decorations of the symbol. They are all-school functions and enlist the work of all departments. They are building up an en-

grossing interest in high school activities on the part of parents and patrons and are giving them an intelligent conception of the program of the schools.

ceremony begins and thousands are turned away. The programs are beautiful, dignified, and spectacular enough to maintain a sustained attention throughout the entire program.



These are vital. Despite the fact that the largest auditorium in the city is used, the hall is crowded nearly an hour before the

Pupils, teachers, and patrons feel that they are in a true sense a fitting climax to the work of the year.

TREND IN HIGH SCHOOL ENROLLMENT

Prior to 1905 only 10 per cent of the young people of high school age were actually enrolled in high school; in 1915 it had increased to 20 per cent; in 1921 to 30 per cent; in 1923 to 40 per cent; in 1930 to 51½ per cent; in 1932 to 57.9 per cent, with a total enrollment of 5,592,872. It is estimated that in 1935 there will be 7,169,000, or 70.4 per cent of our young people of high school age enrolled in the secondary schools.—George F. Zook.

Education commences at the mother's knee, and every word spoken within the hearing of little children tends toward the formation of character.—Ballou.

The school stands between the home and the community. Its task is to take children as they are and train them for life as it is.—E. W. Butterfield.

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Student activities in school organizations are emphatically required. "Every democracy should maintain liberty and responsibility, comprehension and fulfilment of duties; but in the school only do the pupils learn to carry out orders.

"Consequently there should be established in all educational institutions student government in which the pupils have the largest participation, a government which responds really to the needs of the school, with actual duties to be performed and rights to be administered, so as to set up a situation in itself democratic, such that it may permit the pupils to develop initiative, the acquisition of ideals that control the life of the institution.—The American Teacher.

What we need most is a new intellectual mood, a new tolerance of intelligent divergence of opinion, a new appreciation of the rule of knowledge in human planning.—James H. Robinson.

An Election of National Honor Society Members

HAZEL KOCH

Junior Advisor and Teacher of English at Rockford Senior High School, Rockford, Ill.

IN OUR senior high school has been worked out a method of election to the National Honor Society which is quite satisfactory to us. At least it has reduced dissatisfaction among parents, pupils, and teachers, we believe to the minimum.

Of course the selection of any group for special honors or distinction is bound to displease some. Inequalities of achievement exist, just as inequalities in ability do; no amount of denial will ever change that. Perhaps that is another fact that schools need to teach.

At the end of the semester each teacher hands in her "semester report sheet", on which are listed the names of her pupils, the subject, the grades in that subject, the final average, and the credit. Following the *National Honor Society Citations*. In this column the teacher cites pupils who have been outstanding in character, leadership, or service by recording **C** (Character), **L** (Leadership), **S** (Service), or perhaps all three as **CLS**. Thus we have recorded at the time the teacher has the pupil, her estimate of him—that is if she considers him outstanding in these qualities.

This citation at the time the teacher has the pupil is particularly valuable for several reasons. First, in a large school there are many name duplications. Two or three semesters after the teacher has had a pupil it is impossible for her to remember whether it was Harold **L.** Johnson or Harold **M.** Johnson that she considered particularly trustworthy.

In the second place, after a few semesters, and with several hundred intervening students, it is impossible not to overlook some worthy student. No one can remember details about individuals that far back.

In the third place, in case a teacher has left the school, it still permits her opinion of students to be considered in the final election.

These citations then, as they are recorded by the class room teacher over a period of five or six semesters, furnish a very reliable source of information as to the character, leadership, and service of the pupils.

In addition to the citation in class work, each adviser for any extra-curricular activity—band, orchestra, glee club, language club, library board, publications, etc. hands in at the end of each semester a similar report upon which she has listed the officers and the outstanding members of the organization. This sheet also has a column for National Honor Society Citations, where the pupils who have distinguished themselves by character, leadership, or service—or all three—may be recognized and that recognition recorded to their credit.

About the middle of the second semester the clerks in the principal's office prepare alphabetical lists of 12A, and 12B, and 11A pupils who rank in the upper third of their respective classes in scholarship. These lists are then printed with parenthesis marks preceding each name so that these sheets may be used as ballots. The lists are then submitted to the pupils of the respective grades at a special home room session, and each pupil is asked to indicate in the appropriate parenthesis his selections of honor society candidates for his grade. He is told what percentage of the grade may be chosen; therefore he is told not to vote for more than the maximum number. After he has considered his list carefully, he signs his name and hands the ballot to the home room teacher. The home room teachers turn these ballots to the advisers for the respective classes, who total the results.

Some question may be raised concerning the student vote on candidates for the National Honor Society. It may be argued that election to such a society should be made exclusively by the faculty. But you will note that this student vote is purely advisory; it is in no case mandatory. The final election

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is made after much consideration by a faculty committee, but that committee is glad to have recommendations from many sources in order that it may not overlook a worthy candidate.

Then, too, the pupil vote has several other good things to recommend it. It makes the pupils feel that they have a part in the selection, that their opinions count. It makes them conscious of the National Honor Society organization as something important, desirable, honorable. Thus psychologically it seems a good thing. Often worth while suggestions come to the electing committee from the results of the student vote, and on a somewhat lower plane, but from a practical point of view, it enables the electing committee or the principal to defend to some disappointed parent the election on the basis of the student and faculty participation in it.

There is only one way in which we can see any disadvantage in this student vote. It does permit a student who happens to be in the upper third of the class in scholarship to raise his own hopes and those of his parents unnecessarily. However, by the printed directions at the top of the list, and by faculty comment it is made plain to the student that the number finally selected from the upper third is very limited indeed, and that many very good students will have to be excluded.

Meantime this same printed list is submitted to the faculty for nominations. This is in addition to the nominations on the semester report sheets. It is more or less of a safety device. Perhaps a teacher may have come in contact with a student in some way not taken care of by curricular or extra-curricular citations. This gives her a chance to nominate him. Incidentally, it also prevents a teacher's saying "Why wasn't X-- elected? I should certainly have voted for him". She had her opportunity.

At the time this faculty vote is taken the teachers are requested to go over the list carefully to see if there are any students who for *good reasons* should not be elected to membership. Such names are to be marked with a negative vote.

Accompanying each negative vote the teacher is asked to write on a card a full statement of the circumstances that caused her to register the negative vote and to feel that this person is unworthy of membership

in the Honor Society. This card the teacher must sign and hand to the principal, who treats the information given thereon in strict confidence. He is in honor bound not to divulge the name of the teacher registering the negative vote, and he is also bound to reveal only enough details to the electing committee to enable them to make a decision. The principal is likewise bound personally to destroy these cards of disapproval after the election.

These negative votes we consider very important. They should prevent the election of completely undesirable candidates they give a teacher opportunity to voice a real objection to a student at a time when it can do some good. For her to bring it up after the election has taken place is futile.

Meantime each pupil whose name is on the list of possibilities is asked to fill out a card which asks for his extra-curricular history, his outside work, where employed when, by whom, etc. In a "miscellaneous" space he is requested to put in any extra work or special responsibility which he may have either at home or at school.

After all this preliminary work has been done, the office summarizes the semester report sheet citations, the extra-curricular citations, the pupils vote, the faculty vote, and the negative votes. These items are recorded in separate columns on hektographed sheets. The activity cards are collected and filed. The principal is given a list of candidates on which are recorded the relative scholastic standings.

Now the actual process of selection begins. The election committee consists of the principal, vice-principal, dean of girls, class advisers, department heads, directors of music organizations, publications director, and the dramatic coach. On the basis of the citations, both curricular and extra-curricular, faculty vote, pupil vote, and scholastic standing (which the principal gives to the committee) the final elections are made. You will note that little has so far been said about scholastic standing. Purposely in all this preliminary work do we keep rank in scholarship in the background. We do not want National Honor Society membership to be merely a collection of A's. However, at the final election the committee makes use of all the available data.

The elections once made, preparations go

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forward for the induction ceremony. This is held at the regular assembly time, and every effort is put forth to make it the important assembly of the year. We feel it highly desirable that this induction should be impressive, dignified, and beautiful.

The day before the ceremony, the parents receive through the mail a letter from the principal congratulating them upon the fact that their son or daughter has been elected to the Honor Society, telling them the time of the induction ceremony, and inviting them to come.

As our assembly is arranged at the present time, we have a processional of the candidates led by the president and one of the officers. These two officers carry lighted torches and lead the group to be inducted to the platform. With us it is necessary to have three assemblies, so only one third of the candidates are inducted at each assembly. All candidates participate in the processional, but two thirds of them are accommodated in seats at the front of the auditorium while the other group goes through the ceremony.

The candidates to be inducted are formally presented to the principal by the adviser for the organization, namely the dean of girls. As the principal reads the name of the candidate, he presents that pupil with the membership card of the organization.

The program then proceeds with the explanation of the emblem by the student president, the speech or speeches of the day, the administration of the oath, and appropriate music.

For this assembly we have printed programs showing the order of the ceremony and carrying a list of the elected members from the 12A, 12B, and 11A grades. Seats are reserved for visiting parents, and every effort is put forth to make the ceremony interesting and impressive.

From year to year, as the need arises, we modify or change our method of election or our ceremony of induction. We think that our present method gives us a fairly objective basis for our selections and hence more ground to justify them. Our problem must be to advance still farther in that direction.

We live in a growing world. We must always be progressing. Our schools, our children, and we must keep on growing.—W. H. Kilpatrick.

CHICAGO SUPERINTENDENT PLANS TO ADJUST SCHOOLS TO "CROWD"

Radical changes in Chicago's high school courses to provide "education for the crowd," the pupils who are not headed for college, are contemplated by William J. Bogan, superintendent of schools. It is his view that for more than 80 per cent of the pupils the courses are now cluttered with non-essentials which waste their time, largely because of the traditional view of the high school as a preparatory school for college.

Some of the changes Mr. Bogan has in mind are:—

Less foreign language and more science useful to the layman.

Less algebra and Latin and more training in elementary economics and citizenship.

In English, less written composition and more training in oral expression.

More physical education, more handcraft, more drawing of mechanical type.

For those who want them, the standard courses required for college admission are to be retained, but for more than 80 per cent of the pupils, Mr. Bogan says, a type of education must be developed that will have cultural objectives and also be adapted to everyday activities in this scientific, streamlined, mechanized, airplane age.—*Journal of Education*.

It is a mistake to educate children as though the opportunities of the past were still there. I know that it seems heinous when so many people are out of work to suggest that we teach people to play, but we know that with modern industrial technique we can produce all we need to consume with only two-thirds of the population at work. We need people trained to cater to culture, education and play.—Henry A. Wallace.

If I could offer a perfect program for character education in the schools, then I could offer a solution for every teaching problem, for the teachers whose efforts cause the development of character traits human society needs in its personnel are the great teachers.—D. L. McCormac.

If all my possessions and powers were to be taken from me with one exception, I would choose to keep the power of speech, for by it I could soon recover all the rest.—Daniel Webster.

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This Business of Guidance

MELVIN W. HYDE

Dean, Dakota Wesleyan University, Mitchell, South Dakota.

IN A RECENT Congress of Parents and Teachers in one of our western states the following resolution dealing with vocational guidance was given unanimous approval:

"We advocate constructive programs for vocational education and guidance that will enable all youth to find the occupation in life for which they are best adapted, and which will enable them to make their largest contribution to the social welfare.

The problem of vocational guidance, as suggested by this Congress of Parents and Teachers is not a new one. It has existed for centuries. During recent decades some phases of the problem have, however, been growing more acute. Some of the reasons for this change would, of course, include tariff barriers, large scale machine production, increasing centralization of our population in civic centers, and increased concepts of social responsibility.

The approach of the problem of guidance has not always been scientific. That fact is demonstrated by the following illustrations:

Pseudo-Scientific Guidance

A few weeks ago an associated press dispatch from East Moline, Illinois, carried the following startling story: "Richard Hamel, a professional crystal gazer asked the police to find his wife who disappeared". The crystal gazer continues, however, to practice the art of solving other men's problems including some of the fine points of marital difficulties.

From another paper printed in a city of some fifty thousand persons—many of them very trusting—I note that Madame Urich, the Russian phrenologist who has had "thirty-five years of experience all over Europe," has opened her office and will examine you for only fifty cents. The price, of course, will depend upon your gullibility and the number of very special readings concerning your future that you can be persuaded to purchase.

Still another purveyor of wisdom, Professor L. Clarence, P. F. T. and Hindu Seer, will tell your past, present, and future with the aid of numerals. He will be found at the Navin Hotel and "if you are in trouble, sick,

blue, and things don't seem to work out right", he will come to your rescue, of course for a fee. Today's radio astrologist and horoscope vendor furnish the latest approach in this line.

Professor George Crane, of the Department of Psychology at Northwestern University recently gave the writer of this article some interesting data dealing with the control of these salesmen of guidance secrets. He says; "While I was located in Washington D. C., Congress passed a bill compelling such pseudo- psychologists and fakirs as numerologists, handwriting experts, astrologists, palmists, and others to pay an annual license fee in the District of Columbia of \$50. To my surprise I noted that five hundred persons paid that yearly fee. At this moment we have hundreds of these persons operating in Chicago."

In a democracy like ours it is the opinion of enlightened persons that the choosing of a career should be raised above the level of horoscopes, palmistry artists, and crystal gazers.

Need for Program

It is only necessary for us to survey our various communities to note quickly that much energy is wasted, many lives are mis-spent, and that much hardship and suffering result from lack of direction and from unwise choice of position, of play, of avocation, of companions, and of educational opportunities. The complexities in social life and the resulting growth in our various educational offerings make some form of educational and vocational advisement absolutely necessary.

If there were no such thing as individual differences we would not need to concern ourselves about guidance. We could gather together a list of hundreds of different jobs, analyze them as to the amount of training required in order to undertake the work, and then supply this information to our young men and women. One person would make as good a doctor as another. All with equal training could plead before a jury equally

well. There would be no worry in regard to whether the individual had the ability to perform, to learn, to attend; for everyone would be like everyone else.

Fortunately for us and for society we are not all alike, and because of this fact each one of us presents a particular individual problem for vocational guidance.

Suggested Procedures

In working out a specific program for our various secondary schools, there are numerous procedures which may be used in the building of an effective plan. If possible, there should be a guidance director, if not a trained specialist—a member of the faculty, recognized for humanitarianism and his knowledge of, and interest in, the subject of guidance. Every student should be assigned to some particular faculty member who serves as a counsellor. The director can do much in making unsympathetic faculty members conscious of their responsibilities toward the students assigned to them.

In giving advice, faculty members should, of course, always be governed by the student's needs, and should constantly keep in mind the objectives of the guidance program. So much depends upon this personal contact between student and faculty that every effort should be made to make the relationship a happy one. Conferences and study upon the subject, social life in which advisor and student take part, and most important, a free understanding attitude on the part of the faculty member, are helpful.

Vocational guidance may be given by bringing speakers of worth to the school to present the opportunities of their vocations, the qualifications needed, the advantages and the possibilities in the field, etc. An open shelf in the library containing recent literature on vocations is helpful. Successful student vocational guidance forums have been organized in many schools.

Time Element Important

Recognition should be given to the fact that the time for the commencement of vocational guidance is in the lower grades. Study of common occupations and interest in occupational life may take place in the kindergarten and lower grades; various forms of dramatization, story telling, picture presentation, and handwork may be carried out; biographical studies of famous merchants and manufacturers will prove interesting. A

study of the building of trades and occupations will prove of value in the upper grades. In the junior high school and high school periods special study of the professions may be introduced.

In all of our discussion of guidance, we should keep in mind the fact that vocational guidance is only one form of guidance—but it is a large and almost untouched field. Some other forms would include: health guidance, educational guidance, moral guidance, social guidance, and guidance in the use of leisure.

A HIGH SCHOOL CREED

A committee of the Student Council of the Central High School, Parkersburg, West Virginia, wrote the following creed for the school and submitted it to the student body for approval. A framed copy is placed in each room in the school:

Our Creed

We believe in the Parkersburg High School; in her traditions and achievements; in her continued growth and service.

In this belief we will endeavor:

To attain honesty, courage and dependability;

To display courtesy, and respect for the rights of others;

To achieve excellence in scholastic attainment;

To direct our enthusiasm;

To develop character and personality through wholesome living;

To respect authority;

To value personal health;

To conduct ourselves always in a sportsmanlike manner;

To use every opportunity to foster ideal school citizenship;

All this to the end that we may promote the good life under divine guidance.—Junior Red Cross Journal.

The Jonathan Edwards and the Anne Bradstreets of today, with intelligence quotients above 125, from homes in which well stocked library shelves adorn the drawing rooms, and in which polysyllabic English has had a breakfast table use for many generations, may make good grades on mental examination, but fail flatly in the tests of real life.—Dr. E. W. Butterfield, State Commissioner of Education for Connecticut.

Education Through Competition in Music

CAROL M. PITTS

Director of the Department of Music, Central High School, Omaha, Nebraska.

THE LOVE of competition is inherent in every normal individual. There is a satisfaction in measuring one's self against an opponent. There is a glow of pride in holding one's own and a feeling of satisfaction in sensing one's own powers and ability to "take it on the chin." School authorities and indeed, most school pupils—are apt to think of competition in terms of sportsmanship. The whole school system is sold on competitive sports. Take football out of the school activities and the interest—nay, even the attendance,—of large numbers of boys is affected. Take basketball, baseball, track—and now even golf and tennis—away and you take out of the school system something very vital in the development of youth.

This development has been almost entirely the prerogative of the male sex. Girls, if they participate at all, may have a few intra-mural games which they play for their own amusement but never the stimulus of audience reaction, never the thrill of a trip to another city, and very seldom definite and competent coaching. Competition is carried into debate and meets with approval. It has invaded the field of journalism and there, too, it is approved.

Why then should it not stimulate that great field which has made such enormous strides within the last ten years—the field of music education? This article is not in any sense a justification of music competitions, for the writer does not feel that when properly managed they need any justification. This is, however, an attempt to elevate to some extent what should be the educational results of an efficiently conducted music competition.

I was a charter member of the Nebraska High School Music Association, which instigated the first music competition in this state some thirteen years ago. I have also participated with individuals and groups in countless music competitions and have served as adjudicator in competitions ranging from the sub-district through the large state organizations. It is with the three-fold viewpoint

of organizer, participant, and adjudicator that this article is written.

Suppose we discuss for a moment the reasons many refuse to enter competitions. A very common one is, "I do not believe in music competition." When the person is pinned down, there is usually no real reason why he does not believe in it. There is frequently a prejudice against them for some unknown reason or because at some time that person's particular group failed to bring home the first prize. Consequently all music contests are counted unfair and all judges biased and ignorant. Such a position is usually backed by fear—in that the person making it is afraid to have his work measured with that of someone else, knowing in his own heart that it is inferior, and that he will not get a good ranking. He therefore uses the statement "I do not believe in music competition" as an escape mechanism.

Other reasons for opposing contests are (1) ignorance of their aim, organization, and value, or misinformation concerning same, (2) poor sportsmanship, (3) poor organization of the competition on the part of the contest committee, (4) undesirable physical conditions under which it may operate, (5) educational returns not sufficiently great. This last statement, however, is seldom included, for many supervisors do not stop to analyze the educational possibilities of a contest—indeed they do not seem even to be conscious of the objectives of a competition which is that of a measurement of one's work with that of his neighbor—a stimulus to develop to a greater extent and a willingness to accept just or constructive criticism.

Now to discuss these points briefly. The first one may be passed over as it speaks for itself. Poor sportsmanship has already been mentioned in that the director is not able, as we say, "to take it," is not sufficiently broadminded to admit that someone else did better work, is not sufficiently alert to realize that there is much which he does not know, and resents being told where he may improve.

Fortunately this is not common.

In point No. 3 there is considerable opportunity for opponents to find fault. The running of a competition is a thankless job. It demands great executive ability in that it demands the power to organize a complicated program, to take care of all details, and, what is more, look after large numbers of people. If this point is well worked out beforehand, there should not be complaints along this line, but the organization committee should be carefully chosen.

At times people say there is too great a strain placed upon participants through long hours of waiting, insufficient physical equipment for handling of large groups, and undesirable auditoriums or contest rooms. If the student understands why he is going to a competition—that it is not a “lark” or a trip only, but that he represents his school, and if all possible facilities are carefully checked and utilized—disapproval of this sort can usually be taken care of.

The last point is the really vital one. The whole thing is an educational investment and unless it is so managed, the whole purpose of the competition is defeated. We shall take this point up in detail later. There are doubtless other excuses given for not participating—very seldom are they real reasons.

Now what are reasons for *approving* such competitions? We have already spoken of the love of competition. This will appeal to one of the strongest of educational forces—that is, pupil interest. In other words, it offers a powerful stimulus. This stimulus results in a very strong motivation which carries through the whole school year if properly applied. I do not mean in any sense of the word that the work of the school year should be pointed towards the contest, but I do mean that if the work of the school year is pointed toward the goal of musical growth, (that is,—an increasing sensitivity, a greater appreciation of beauty, and keener musical intelligence—which is to be measured at the time of the competition) then the motivation is of the right kind.

It is a vicious thing to have a group go to a competition merely to beat someone. The thing then degenerates to a low plane. If a group has such an attitude, it is the result of the teacher's attitude. Pupils are intensely loyal as they should be, and their ideas along this line are entirely those of the director.

In addition to the motivation of the

learning process, there is a great social value in the making of the trip. I do not mean the social contact of the individual on the journey. I mean the learning and development process which takes place during such a trip—the adjustments necessary, the appreciation of the qualities of different individuals in the group, which might otherwise be overlooked. All these are many points which such a journey brings out.

Perhaps the greatest opportunity a competition offers to the earnest, sincere, and honest director is the ability to measure his work with that of others. A competition is not an event in which someone brings home a prize over the prostrate body of his foe. It should be of the nature of the tournament of old where one enters the lists to measure himself with someone else, to see what his strong points are, find out his weaknesses, learn from others not only what to do but also what not to do, to hear the ideas of someone else on what he has performed, and to turn the searchlight upon himself and evaluate just what he has contributed to the musical life of his school and community.

If the director is humble and eager to learn, he will profit by the constructive criticism of an able adjudicator. I think much complaint has arisen—and justly so—at competitions because of poor, careless, and ignorant adjudication. The purpose of the judge is to evaluate in an impersonal way what he hears, to offer remedies for what is not well done, to encourage that which is good, but at all times, to stimulate, to sympathize, and to understand the problems of the group he is hearing. He must be competent through training and experience for his task and to be able in every way to justify his decision.

Every competition should allow sufficient time for the adjudicator to meet with the directors alone and discuss the problems presented during the competition—to explain why one group was ranked as it was and another one in a different fashion. Needless to say the opinion of the adjudicator must be respected by those participating. They must have sufficient understanding of his problems to receive his verdict impartially and sensibly, if the competition is to be educational.

Needless to say the various groups participating should hear the work of others. In some contests where I have adjudicated, a group has performed and immediately left

the auditorium and scattered to the four winds, not coming together again until the time of the judge's decision. Such a group would receive little from the competition. They are likely to be the ones to disagree with the judge's decision, and go home out of sorts at the competition.

I have seen marvelous music development in the state of Nebraska which can be directly traced to the introduction of music competitions. The first one was a very sorry affair. It would seem impossible that those dreadful sounds could come from any human throat or from any musical instrument. Certainly the need for some stimulus was shown. The next year there was a fifty per cent growth in the number participating. Each year thereafter the improvement in quality and the growth of quantity became so marked that in a short time it was necessary to organize for district contests.

Now you will find the state of Nebraska ranking among one of the highest in the Union in quality of music education. Fine groups are to be found throughout the entire state. Excellent solo performers are to be found in many of the smaller towns, as well as the large cities. Some of the finest choral and instrumental work has come from schools whose total membership does not exceed one hundred. The competition as an educational means has fulfilled the desired expectations of those of us who started it.

In the last few years there has been an improvement in the manner of ranking or grading. In the early days of the competition there seemed to have to be a first prize or a first place. Consequently there could only be one—resulting frequently in an organization second place because of a difference of only one point or because it happened to fall down on some particular detail; whereas the musical development of the whole group might have been superior to the one which received first place. The old prize system has been almost completely done away with to the great improvement of the contests.

In its place most states have adopted the idea of the ranking system covering five points or five degrees.

First—Highly Superior.

In this class would be groups which are outstandingly musical in every respect and so highly superior that probably not more than one or two groups would be placed here. The

numerical grading of such groups would probably be from 95 to 100.

Second—Superior—90 to 95.

Third—Excellent—80 to 90.

Fourth—Good—70 to 80.

Fifth—Average—Below 70.

You will note that no group is marked "poor" even though their percentage rating might be as low as 60. This satisfies the folks back home, so that even if their group is fifth place, and isn't marked "poor," it just means they need to work harder.

Several schools might be placed in any of these groups; there might be three ranking "excellent," four ranking "superior," and so on—the result being a much better attempt at evaluation than was possible under the numerical system and the judge being left free to consider real musical values than was possible under the old system.

When time allows, the combination of a competition festival has proved desirable. It has been my experience that this type of thing is very satisfactory, depending, however, upon the community. The festival itself without the competition idea has not generally been so successful. In many places it has been a complete failure.

Competitions properly organized, efficiently run, and intelligently participated in offer one of the greatest means of musical growth that it is possible to find.

AN OFFICIAL'S CREED

I am your official.

I was selected to officiate in this game upon your mutual consent.

I bring to this game a rested body and an alert mind.

I shall endeavor to be fair, always to be honest, and will exercise my best judgment.

I have attempted to master the rules of the game to the best of my ability.

I will make my decisions so they will be clearly understood by players and spectators, and having made them, shall expect the support of the school authorities.

I shall consider this contest a success if each team plays its best and exemplifies the highest type of sportsmanship.

I shall give my best to the good of this game.—Minnesota H. S. Athletic Association Bulletin.

When friends of education quarrel over trivialities the enemy rejoices.—North Carolina Education.

Activity Manager in a System of Financing

MERRIL W. OLSON

Activity Manager, Marshall Public Schools, Marshall, Minnesota.

A NEW JOB is coming into being, and within a few years every well organized school will number among its faculty an Activity Manager who has charge of organizing and correlating the work of extra-curricular activities. For several years the Activity Manager has been recognized in schools in Ohio, Indiana, and Illinois, but the progress westward has been very slow. Just what can an Activity Manager accomplish appears to be the question which must be answered in order to sell the idea of such an office to a school system.

Any extra-curricular activity is not complete until it recognizes every student in school and makes him feel that he is a part of the whole school—that it will not function properly without him. The cost of activities must be such that all students can afford to take part. If they are all considered members, students will endeavor to get behind every attraction, demand good results and usually get them. Training children is a part of our job, and there is no better way to train them than to give them actual experience under guidance.

Seven years ago our school was faced with the problem confronting every school—a dwindling number of students at school functions, due to finances and to the fact that students of high ability rating seldom paid admission charges. Passing hurriedly over the organization which has enabled 482 of our 536 students to become activity members, we will mention a few of the facts which have made our organization successful. Twenty-five attractions are listed in a book of attractions for which students pay ten cents per week until \$2.30 has been paid. This amount is then divided among the organizations on a basis of programs presented. We will not spend further time on the activity plan but will point out a few organizations which have been added, to increase the efficiency of our system and to place it gradually in the hands of the students.

First, a finance board was organized. Its members were elected from the Athletic, Music, Speech, Journalism and Physical

Education departments and from the Student Council, and Junior and Senior classes. This board meets once a month, receives budgets from every organization, and approves or rejects the same. If the budget appears workable it is accepted; if not, it is sent back, and the organization must present a new one. The board passes on the general policy to be followed, makes refunds, determines the entire school activity budget, and sets the number of attractions to be presented. After meeting with the group year after year, one is impressed how level-headed and sincere a group of youngsters really are.

Second, a group of upper class girls are selected and are known as the Ushers Club. One of the girls has charge of the Activity Books. Her duties include keeping each one of the numerous accounts, receiving money from every organization, issuing a receipt for any amount so received, recording it, and then on order of the Activity Manager, signed by the Activity Treasurer and Activity Manager, paying out by check any amount to credit of activity in the general fund. Every amount so spent must have a requisition made out in triplicate signed by the Activity Manager. Whenever tickets are sold, the girl in charge of our books gets a numbered roll of tickets from the Activity Manager, and the receipts must correspond with tickets returned. Once a month the books are balanced and a statement issued. At the end of each school year a statement for the year is made up and printed in the local paper. The books are submitted to the auditor with the district books. Last year the Senior girl having charge of our books received a compliment on the efficient work done. To give some idea of the size of the business handled, our revenue amounted to \$7452.40 and expenses to \$6956.21. A second girl, rated as assistant, handles all correspondence and takes care of the files.

Two of the other girls take tickets and are in general charge of the door. They issue passes between games and are responsible for the conduct of students in the vicinity of their door. Another one of this group

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has complete charge of the reserved seat section. The other girls usher patrons to the seats in the house when stage shows are the attraction, or to the bleacher seats when basketball or football games are the attraction. All girls of the Ushers Club wear orange dresses trimmed in black, giving the appearance of a united group.

A third group built up under the activity manager is the stage squad. Several boys interested in electricity and lighting join this group. They construct scenery for plays, set lights and wire the stage for proper lighting effects. They change sets between acts and are in general charge of the staging. In the recent Christmas production, "The Bellman of Mons," a log hut portrayed in the evening was followed by a typical French village shown in the early evening, merging into night. The ushers and stage crew cooperated with the Drama Club to present the play to nine hundred students and a special performance to adults at which a free will offering was taken to provide Christmas dinners for the needy families in our town.

A fourth group built up under the direction of the Activity Manager, includes a student manager each in football, basketball and track. In each case these boys are issued the equipment necessary for their sport and they in turn are responsible for all equipment issued to the various teams. A Stage Manager has charge of the stage store room, which houses stage furniture, spot lights, flood lights, and all electric equipment. At present the Track Manager has charge of the pop corn machine and members of the track team are endeavoring to earn enough money to take them on a trip to a college in the far end of the state featuring relay teams from all over the state.

A fifth activity built on the foundation of a sound activity program includes the development of school spirit through the newspapers and home rooms. School spirit is held together by the cooperation of our High School Band, a great group of cheer leaders, and the Student Council who carry the policy to their home room. Children get the spirit in school, carry it home to their parents, who in return want to see what it is all about and come out to our attractions.

Newspaper publicity, if always before the public, will help a lot. Here at Marshall it is our aim to run at least six articles in

our local daily before any event is presented. The public is always kept advised concerning the state of activity finances, and whenever anything special is presented the response is general. The fact that during an average year the Ushers Club handled 22,243 people indicates that publicity properly handled can help attract crowds.

Each one of these organizations can be handled independent of the other, but they can be handled more efficiently if handled through one head and in a workable Student Activity program. The proper organization of Student Activity is a field in itself and presents a problem to young men who like organization and are willing to spend the time and patience required to build a good system. Once built, the momentum of the organization will carry it on year after year, always becoming more efficient. The Activity plan here described has been in operation in our high school for the past seven years, and during that time it has never been necessary to request financial aid from the local Board of Education, and at the same time we have been training our boys and girls for the activities of life.

In a recent newspaper article, a famous stage critic writes:

"Three fourths of all players on stage and screen get their start in school. Whatever the future of the dramatic arts in America, the grade or high school will play a part in it and determine its course.—The High School Thespian.

The educator shapes the future of democracy by building right ideals, habits, and attitudes into the lives of young citizens. The teacher holds the most sacred trust within the gift of society and is the maker of history. America will never rise higher than her teachers.—A. J. Stoddard.

We can put all the citizenship courses we please in our schools, but as long as our own actions speak louder than the teacher's voice the courses won't mean much.—Manitowoc Herald-Times.

It is not necessary for schoolroom purposes that an entire play be enacted. The children will derive great pleasure and profit from enacting parts of plays.—Egan Monthly Journal of Character Training.

A Radio Program Becomes a School Project

BLANCHE YOUNG

Assistant Director, Department of Publications, Indianapolis Public Schools, Indianapolis

THE SERIES of radio programs presented three times a week over Station WFBM gives many teachers and students in Indianapolis an opportunity to add radio to their list of extra-curricular activities.

Preparing a radio broadcast is very much like giving an elaborate dinner. The date is set, the menu selected, guests invited and after weeks of preliminary work, the feast is devoured in a very few minutes.

In our particular school organization, the selection of material or the subject of the broadcast is determined in the office of the department of publications early in the semester. The programs are outlined so as to give the public a variety of information about the schools. Subjects from the course of study which best lend themselves to radio presentation are selected.

Assistant Superintendents suggest teachers in certain schools who have done special work in the subject to be broadcast or who they think would be interested in assisting with the program. In conferences with these teachers the method of presentation is then determined. Material is written by the students in the form of a dramatization, dialogue, or interview. Material is sent to our office where I have an opportunity to revise it and suggest musical interludes, sound effects, and number of characters to be used.

Two weeks before the broadcast a group of students from the particular school planning the program is brought to the radio studio for auditions. These students have been selected at school because of their pleasing voice and for their ability to read fluently and to enunciate clearly. Correct pronunciation of words used in the script is made a matter of class work during rehearsals.

Rehearsals are then held at school, and the final rehearsal at the studio about an hour and a half before the broadcast. Very often these radio programs are used as an auditorium exercise before being presented on the air. This gives an opportunity to test audience reaction. The program may be used later in

manuscript form by other schools in the city.

Time on the air is given free to the schools. If it were possible to use more time, our programs would be welcomed by either station in Indianapolis.

The ideal situation, which we hope will eventually prevail after the technique of broadcasting has been studied by a large number of teachers, is to have the material for research secured by students in one class (such as social studies), the writing of the program done by an English class, and the interpretation, casting and production given to a class in expression. The music for a program is in charge of the music teacher of the school presenting the program, or it is often assigned to one of the staff in a school large enough to have a music department with a director of the department. In this way many students may take part in the program, and each teacher in charge of a class working on the broadcast will have a much smaller amount of work to do. In these days of added responsibilities, teachers already have many extra-curricular activities. The above outlined plan for programs could be more successfully worked out in a smaller school system.

A special series of programs this year has been planned to fit into the junior high school curriculum. Subjects for these broadcasts are selected with the following objectives: To give the public information which would not be available through any other medium; to tell the public something about what the schools are doing; and to give junior high school students and teachers an opportunity to learn to prepare and produce a radio broadcast. Most of these programs are planned as an outgrowth of the work in social studies classes. These radio programs as heard on the air are used as supplementary material to stimulate the student's interest in his work. They have a potential listening audience of ten thousand students.

A recent program may serve as an illus-

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tration. "The Romance of Tall Chimneys" was the title of a dramatization prepared by children in a school located in the industrial section of the city. Students were given letters of introduction to business executives whom they interviewed in all of the large factories in that district. They prepared a questionnaire to use in their interviews. Each child then wrote the information in conversational form, and the most interesting part of this material was selected for the broadcast. Records were used for music. The dramatization presented interesting and little-known facts about this section of the city. To all listening citizens this program was informational and entertaining. For the children it was a new experience which no textbook can give.

Station Announcer: "The Romance of Tall Chimneys" presented by the Indianapolis Public Schools.

RECORD . . . "ANVIL CHORUS" . . . 15 sec.
 . . . FADE FOR

First Student Announcer (girl): "The Romance of Tall Chimneys" Just what does that suggest to you? Is there anything romantic about tall chimneys? When the black smoke comes rolling out, we know that work is going on; that food, clothing, and shelter—the three requisites of life—are being provided for many families. That simple fact means satisfaction, happiness, and romance. The 8A pupils of the Thomas A. Edison School, No. 47, have chosen this theme as the basis of the following program which is an outgrowth of the work in vocational guidance.

SOUND . . . RECORD OF TRAIN ARRIVING AND STOPPING . . . 10 sec.

Second Student Announcer (boy): It is five o'clock in the home of the Brent family, who live in West Indianapolis. Judy Brent, a high school student, has been anxiously waiting for her sister Josephine to come home from school. It is about time also for her brother Tim to return from work at the factory.

SOUND . . . DOOR OPENS AND CLOSES . .

Josephine: Hi, Judy.

Judy: Well, Josephine, where *have* you been? I thought you were coming right home after school, and it's now five o'clock.

Josephine: *Where have I been?* I went to the meat packing company and got all

the information I needed.

Judy: Information about what . . . at the meat packing company?

Josephine: Well, you know, Judy, we're studying vocational guidance in junior high now, and we're getting first-hand information from all the manufacturing companies located in West Indianapolis.

Judy: Well, you certainly selected one that doesn't *smell* very nice.

Josephine: But it is *quiet* as compared with a lot of others and *very clean*.

Judy: How did you know what to ask them about the business?

Josephine: We made a questionnaire as a guide for our interviews.

Judy: And whom did you see at the meat packing plant?

Josephine (disgustedly): Well, if you *must* know. We prepared a letter of introduction to the proper person in each business and had the principal sign it. First, two boys made a large map of the locality around the school. It's a big triangular section with the river on one side and lines of railroads on the other side. We named and located all the manufacturing plants on the map. Then each student selected one he wished to visit.

Judy: Well, I still think you might have selected one that smelled better.

Josephine: But this is one of the oldest and largest plants in the city. It was established in 1862, and it covers twenty-eight acres of ground.

Tim: Jack, you should have been here to hear about Josephine's visit to the packing plant this afternoon.

Jack: Well, that's not the only large factory in West Indianapolis. She should have visited the automobile plant where I work.

Tim: That's what I told her, and I promised that you would tell her about the automobile factory.

Josephine: How big is it, Jack?

Jack: Pretty big. It covers over 30 acres and employs 700 men and 65 women. They're building a new plant now, and when it's finished, they will take on 800 more men.

Tim: All the people on the pay roll of your shop live in Indianapolis, don't they, Jack?

Jack: Yes, that's true. It helps to support the city through its taxes, too. I'm proud to be an employee in a business that has

done so much for the progress of the world. In fact, we put the world on wheels.

Judy: Why, Jack, you sound as if you were in love with your job. You've grown positively romantic over it.

Jack: It is romantic.

SOUND . . . DOOR OPENS AND CLOSES . .

ALL: Hello, Harlem.

Jack: What's the good news? You seem bursting with some sort of glad tidings.

Harlem: Well, you'd be bursting, too, if you were in my shoes. At last, I've landed a job.

Josephine: Fine, Harlem. What kind of a job? Tell us about it.

Harlem: I'll tell you something about it . . . see if you can guess what I'm going to do.

Judy: Is it located in West Indianapolis?

Harlem: Yes.

Josephine: Is it an old firm?

Harlem: No . . . established in 1920.

Josephine: That was only two years before I was born.

Jack: Is it a very large factory?

Harlem: No . . . one officer, the manager. The plant only covers one city block. It employs 19 men.

Judy: It's a very young firm. Is their product a new one also?

Harlem: One of their products is rather old, but the other is one of the latest developments of science.

Josephine: Well, what could it be? Who uses these products?

Harlem: The trucks delivering their products are seen in every part of the city, and all over the state . . . besides . . . One of these products is used in refrigerator cars and trucks . . . guess now?

Judy: Well, I give up.

Josephine: We all give up. Come on. Tell us, Harlem.

Harlem: The new product is dry ice.

ALL: O . . . dry ice . . . sure.

Judy: We had some dry ice in the laboratory at school one time, and I burned my fingers on it

Josephine: Why, Judy, how could you burn your fingers on ice?

Judy: There's a chemical in it that burns you. Try it some time and see. Isn't that true, Harlem?

Harlem: Sure, that's true. Don't ever pick up a piece of dry ice if you don't want to

burn your fingers.

Jack: That dry ice plant is the one that used to make carbon dioxide gas used in manufacturing soda water, isn't it, Harlem?

Harlem: Yes, it still makes carbon dioxide gas.

Jack: It's the only firm of the kind in Indianapolis, isn't it?

Harlem: Yes, and it is a growing business, too.

Josephine: We certainly live in the midst of a most interesting and valuable community here in West Indianapolis with all of these industries about us. Just think, there are factories here that make tacks, chains, mattresses, springs . . .

Tim: And cement blocks, candy, novelties, veneer . . .

Judy: And shoe polish, light, auto parts, boxes.

Harlem: And almost every sort of product from iron and steel.

Josephine: Most people are like Judy. They think the industrial section of the city is merely a source of noise, smells, dirt, and smoke.

Judy: I must confess I've changed my mind since I've heard you boys talk. There may be real beauty, even in soot and grime.

Josephine: We learned a poem at school one time about work.

Harlem: Which one, Jo? The one by Henry Vandyke that begins: "Let me but do my work from day to day."

Josephine: Yes, that's it.

"Let me but do my work from day to day,
In field or forest, at the desk or loom,
In roaring market place or tranquil room,
Let me but find it in my heart to say
When vagrant wishes beckon me astray,
'This is my work, my blessing, not my
doom,

Of all who live, I am the only one by
whom

This work can best be done, in the right
way'."

RECORD . . . SOUND OF TRAIN LEAVING
. . . 10 sec.

Station Announcer: You have just heard a program presented by 8A pupils of the Thomas A. Edison School No. 47, located at 1240 West Ray Street, in West Indianapolis.

Indianapolis Public School radio programs are listed in the newspapers as "School Sketches" and are heard over Station WFBM,

(Continued on page 43.)

Assembly Programs

M. CHANNING WAGNER

MANY TIMES the question is asked, "What is the purpose of assembly?" A junior high school teacher stated it concisely the other day when she said the purpose of the school assembly is to make children happy. The course in character education puts it thus: "The purpose of the assembly is to start the day with a swing."

The writer has visited many assemblies and has reason to believe that the introduction of good music by the orchestra, of bright songs suited to the age and ability of the pupils, of special programs by talented pupils and teachers, and of demonstrations by pupil groups will cause a school to be pervaded with a new atmosphere of joyous activity.

(The assembly is a cooperative activity which should provide inspiration, unify the school, develop specific habits, attitudes and skills, vitalize the work of the classroom, and thus contribute to the building of school spirit. The assembly properly conceived and conducted should develop in the individual an intelligent patriotism, develop his power of appreciation, develop self-expression, produce correct assembly habits and through the assembly learn to appreciate the value of right use of leisure time.)

Dramatic Club Program

Pantomimes and tableaux furnish excellent possibilities for assembly programs. Social studies are full of fine material for such tableaux. One will experience very little difficulty in developing effective presentations of these individual scenes and settings. In presenting the tableaux pictures it is well to accompany them with selected readings. (A program could be developed around some of the dramatic moments in American history during the Revolutionary War.)

Suggested Program

The following tableaux or pantomimes are suggested:

1. Betsy Ross and the first flag.
2. Washington at Trenton.
3. The capture of Major Andre.
4. The Spirit of Seventy-Six.
5. The death of Nathan Hale.
6. Paul Revere's Ride.
7. Caesar Rodney.

8. The surrender of Lord Cornwallis at Yorktown.

9. Signing of the Declaration of Independence.

(Another program could be developed around leading events in the Civil War between the states.) "Roses and Drums" presented over WJZ each Sunday afternoon is an example of stirring moments in that great struggle.

Suggested Program

1. The Great Emancipator.
2. Surrender of Lee at Appomattox.
3. Lincoln and His Cabinet.
4. Lincoln at Gettysburg.
5. Lincoln and Grant.
6. Sherman at Atlanta.
7. Lincoln and Stanton.

Literature furnishes splendid possibilities for pantomimes. It is believed by many school authorities that more can and should be done in the way of presenting tableaux, pantomimes, and dramatizations.

SPRING PROGRAM

The following program was presented by the pupils of the Bancroft Junior High School in Wilmington. The poems were written by a friend of the school. The play, "Spring's Awakening," adapted to suit the needs of a junior high school assembly, was taken from "The Grade Teacher."

Suggested Program

1. Selections from the Psalms.
2. Salute to the Flag.
3. Song, "Welcome, Sweet Springtime", by the school.
4. Recitation, "The Apple Blossoms", by a pupil.
5. "The Truth About The March Wind", by four pupils.
6. Recitation, "A March Wind Joke", by a pupil.
7. "Song, 'Questions'", by the assembly.
8. Play, "Spring's Awakening". Characters: King Winter, South Wind, Rain, Spring, Crocus, Blue-birds (2), Robin, Daffodil, Marble, Base Ball, Tulip, Peach Tree, Pussy Willow, Violet, Lily, The Lamb.

9. Flower Conundrums, by two girls.
10. The Secrets of Spring, by two girls.
11. Selection by the orchestra.

NATURE PROGRAM

The purpose of a nature assembly program would be to bring to the attention of the residents of town and city some of the beauty spots of their neighborhood and to bring to them the thought that spring is a season of harmony in sound and color, and to give them an understanding of the inspiration in music and poetry of the spring. Its ultimate goal would be an appreciation of beauty that will result in real conservation of both wild and cultivated garden areas.

The pupils in the art department could prepare a poster with spring colors announcing the program; the music department could contribute by preparing a short sketch of McDowell and his woodland sketches; the English department, by the writing of original verse on beauties in tree or shrub. To make this contribute to the real purpose of the program the local trees and shrubs must be mentioned. If this is not possible, then such poems as "Daffodils" could be read. The science department could contribute twigs of forsythia, spiraea and other flowering shrubs along with leaf twigs of horse chestnut and tulip to be forced in sunny windows and used as a bouquet on the platform. We strongly urge that the fast disappearing dogwood be not used. Bulbs may also be used as an experiment in development and then brought to the stage or placed under the poster in the hall.

To carry this program through with dignity and real beauty, no applause should be permitted until the end.

Suggested Program

1. What Spring means to a King. Scripture Reading, Song of Solomon, Chapter II, beginning with the eleventh verse.
2. What Spring means to the artist. While soft music plays (Mendelssohn's Spring Song) slides of spring gardens or scenes in the woods may be thrown on the screen.
3. What Spring means to the poetic mind. Reading of original poems or famous ones.
4. What Spring meant to a musician. Reading of McDowell and his Woodland Sketches may be given while the

music is softly played.

5. What Spring means to the biologist. Reading, "A Laughing Chorus", Anonymous.

6. What Spring means to a bird student. With slide pictures, if possible, a real bird student in the school should read his report of observations during the spring months.

7. What Spring means to you.

The following notes may be read and music sung. Where the italicized words begin the first few bars of the music should be played *very* softly and as the last word is spoken the first notes of the song are heard. The spoken words must be changed to suit any locality, but the suggestions are fairly common in all parts of the country.)

"Had I asked you for a sign of spring no doubt one of the first answers would have been that our birds come back to us. Yes, I know I should endeavor to interest you in keeping an accurate record of the first arrivals but do you know I am more anxious that even without knowing its name you have heard the first song of the year, the glad little note of a song sparrow on a cold March morning. *To you perhaps it is not a song sparrow but it is only a brown bird singing.*"

Solo: "A Brown Bird Singing",
by Hayden Wood.

"It is the song that counts and the cheer that stays with you. Did you ever live long enough in the country to hear the beginning of the chorus? The time is very exact. A story is told of two little kingbirds found on the campus of a university and raised by a member of the summer faculty. During the week they lived by standard time and awoke their kind benefactor at 4:15 a. m., (exact), but over the week-end they lived in a daylight saving area and their first cheep was heard at 5:15 a. m.

"Just now the first lazy song is heard about 4:30 and is followed by all the songs in the woods. Song sparrow, robin, flicker, mourning dove, meadow lark, all join in the harmony of a spring morning.

"And just as suddenly as their chorus begins it is ended and contrary to common opinion little singing is done during the day. Yes—calls of bob-white and phoebe are heard but not until evening do we hear again the love songs of the birds and then only a few—the song of the thrush, the gentle call of the robin and just as the morning songs

bring courage and cheer to us, *we gain comfort and quiet from the birds' songs at eventide.*"

Solo: "Bird Songs at Eventide", by
Hayden Wood.

"The song of the robin in the rain will cheer you—

"Whenever you're blue

Find something to do

For somebody else who is sadder
than you

Cheer up - *Cheer up - Cheer up*"

Solo: "Little Robin", by

Frances McCollum

"Thinking of spring choruses I could not forget with what anticipation one looks for the spring peepers. Here you can hear them if you go to the———(fill in place where these early peepers are heard).

"And what are you waiting for here in (name of town). Is it for flowers or the leaves of the trees? Do you know where the loveliest forsythia may be first seen, that bush which is a veritable Niagara Falls of yellow gold or the "Burning Bush", a descriptive name given to the blood red Japonica. Or perhaps someone has thought of the joy of spring and planted tulip, hyacinth and daffodils. Many persons think they must go to Washington to see the cherry trees, but when one makes a careful survey of their own neighborhood, many shrines of beauty may be found if our eyes are only alert.

"And what about the beauty of the hills in the country? Have you seen the red maple, light gray branches and tiny clusters of blood red blossoms? No more beautiful color scheme can be found. The elm blossoms are bronze in color and bell shaped, while the spice bush is yellow. Every hillside is a perfect harmony of color—yet we feel we must wait until autumn for the colors. A little later the dogwood and redbud will be aflame in our wooded area. *The hills call to us in the spring as in no other time of the year.*"

Solo: "The Little Hills are Calling",
by Morris.

"But let us come home to our own backyard and see if spring can be helped in bringing cheer to us and to our neighbors. A garden without loved hands to make it would be a lonely place. Did you ever think that when you plant a garden it is about the most unselfish thing you could do—to share the beauties of a few tulips, a few daffodils, or the loveliest of all—a few pansies—with the

passersby? A garden in the spring is a place to welcome old friends and to learn new ones. Not a big one perhaps and not a new one but just a *little old garden means happiness to you.*"

Solo: "Little Old Garden" by Hewett
Song by the assembly, "Welcome,
Sweet Springtime", by Rubenstein.

(found in Twice 55 Plus Community
Song Book)

The above program was submitted by Miss Violet L. Findlay, Supervisor of Nature Study for the Wilmington Public Schools. It is planned to give this program in one of our schools in the near future.

ST. PATRICK'S DAY PROGRAM

Most schools observe St. Patrick's day through an assembly program. The following program is suggested.

Suggested Program

1. Selection by the orchestra.
2. Salutation to the Flag.
3. Song, "The Wearing of the Green", by the school.
4. Paper, "The Life of St. Patrick", by a pupil.
5. "The Fields of Bally Clare", by a pupil.
6. Song, "A Little Bit of Heaven", by a group of pupils.
7. "Bells of Shandon", by a pupil.
8. Irish Songs
 - (a) My Wild Irish Rose
 - (b) Mother Machree
 - (c) Killarney
9. Recitation, "Bold Barney McGee", by a pupil.
10. "Medley of Irish Airs" by the orchestra.
11. Tap Dance.
12. Song by the school, "Believe Me If All Those Endearing Young Charms"
13. Selection by the orchestra.
14. Song, "Star Spangled Banner"

MUSIC AND LITERATURE PROGRAM

The integration of literature and music furnished the theme for this assembly which was built around the ninth year English unit, "Great Moments in Music, Art, and Literature.

Suggested Program

1. In keeping with the spirit of the program the Ninety-Fifth Psalm was read in verse arrangement. After the Lord's Prayer, the Glee

Club sang, "Thanks and Praise", a prayer with music by Mendelssohn.

2. Patriotic Exercises: Salutation to the Flag followed by the singing of the Star Spangled Banner.
3. Brief extracts from the life of the famous composer, Felix Mendelssohn by several pupils.
4. Song by the Glee Club, "On Wings of Song", with music by Mendelssohn.
5. Dramatization, "Scenes from the early life of Mendelssohn".
6. *Scene I:* The home of the great German poet, Goethe, in the early part of the nineteenth century.
Scene II: Mendelssohn's home.

The characters were as follows: Felix Mendelssohn, the composer; Goethe, the poet; Fraulein Moscheles, a great pianist; Hummel, a composer; Fanny Mendelssohn, Felix's sister; Abraham Mendelssohn, Felix's father; Leah Mendelssohn, Felix's mother; Pauline Heyse, a poet.

6. Orchestra selections (between scenes).
7. A pupil recited the poem, "Barter," by Sara Teasdale with piano accompaniment by a pupil who played, "Consolation", one of Mendelssohn's "Songs without words".
8. Two guest artists were invited to participate in the program. One, a violinist, played Mendelssohn's, "Spring Song".
9. The second artist, a pianist, played Mendelssohn's "The Spinning Song".
10. Song by the school.

This program was an excellent one. It tended to develop the aesthetic sense of the pupils. Although the majority of pupils will not become expert musicians, artists, or writers, some day they will all consume some of the aesthetic arts. Thus, it seems wise that an appreciation be developed in school. The assembly program motivated and supplemented classroom work, it tended to widen and deepen pupil interest in music and literature.

OUR SCHOOL PROGRAM

Since there are so many activities in a modern high school and no one pupil can take part in the varied activities of the school it is well from time to time to present some of the phases of the so-called extra-curricular activities of the school.

Suggested Program

1. Selection by the orchestra.
2. Salutation to the Flag.
3. Our Student Body.
4. Our Traffic Squad and what they do.
5. Our assemblies.
6. Our program of athletics.
7. Our school publications (handbook, paper, magazine).
8. Our music organizations (band, orchestra, glee clubs).
9. Our dramatic clubs.
10. The Junior Red Cross.
11. Hi-Y and Girl Reserves.
12. Song, "America", or the school song.

SCHOOL ACTIVITIES PROGRAM

(As has been said often the assembly offers a splendid opportunity to explore the school to the school. There are many activities which lend themselves to the presentations in the assembly. Not long ago the writer was present at an assembly program where the following program was presented.

The purpose of the assembly was to present some of the activities which take place in an average school day.)

Suggested Program

1. Selection by the orchestra.
2. A home room meeting.
3. "Health Education" by pupils in the physical education department
 - (a) Corrective exercises
 - (b) Setting up exercises
 - (c) Tumbling
 - (d) Drills and dances.
4. Household Arts demonstration, "The Way to a Man's Heart," by pupils in the home economics department.
- ✓5. "Music Hath Charms", by the music department.
- ✓6. A typical class in shop by the boys in the manual arts department.
A number of phases of shop work are suitable for stage presentation.
7. A style show.

(Such a program can be made extremely interesting and worthwhile. It provides participation for a number of pupils, and it gives all pupils an insight into the many activities which take place in a modern junior high school.)

M. Channing Wagner is assistant superintendent of schools, Wilmington, Delaware. His book, *ASSEMBLY PROGRAMS*, is a widely known and an immensely popular one. He will give *SCHOOL ACTIVITIES* readers assembly programs each month.

A Substitute for Contests in Extemporaneous Speaking

JOSEPH F. O'BRIEN

Divison of Speech, Pennsylvania State College, State College, Pennsylvania

THE METHODS of setting up the extemporaneous speaking contest commonly employed by the various high school forensic leagues have never seemed to me entirely satisfactory. I refer to the procedure under which the contestant is instructed to prepare on a broad, general subject, but is not informed as to the specific phase on which he is to speak until thirty minutes before the contest. Occasionally each participant is required to answer one question put to him by another participant at the contest's close. Training in the form itself—that of the platform address—has already been given in the original oration, while extemporaneous delivery is secured at the cost of inadequate preparation on the specific topic.

The term *extemporaneous* itself does not necessarily imply speaking on a topic without specific preparation. Thus Winans says, "By the term *extemporaneous* we have come to describe, not a speech without preparation (that we call *impromptu*), but a speech which is not written out in full." (Winans, James A. *Public Speaking*. p. 385. The Century Company, 1926). Sandford and Yeager emphasize even more strongly a period of purposive preparation on a specific topic as ordinarily characteristic of the extemporaneous address, when they say, "The term *extempore* refers to a speech planned in advance, with a well chosen specific purpose, properly determined main ideas, and adequate speech details. Usually a good outline has been prepared. The exact words of the speaker, however, are not fixed. He is free to choose the language which seems best to him at the moment of utterance. Usually he rehearses the speech several times before actual delivery. He learns it, not word for word, but by ideas, following his outline," (Sandford, W. P. and Yeager, W. H. *Principles of Effective Speaking*. pp. 223-224. Thomas Nelson and Sons, 1934).

In view of these objections, and agreeing with Borden and Busse when they say that

the new public speaker is ". . . . anyone who speaks from the floor of a conference room under the characteristic give-and-take conditions of cooperative discussion, (Borden, Richard C., and Busse, Alvin C. *The New Public Speaking*. p. 2. Harper and Brothers, 1930). This summer, in our experimental All State High School Speech Group, (The Pennsylvania State College sponsors a special summer course in speech training, debate, and interpretative reading, for high school juniors, seniors, and recent graduates interested in the field of speech), I arranged the work in extemporaneous speaking as a project in group discussion. My objectives, specifically, were to provide a project which should (1) provide adequate opportunity for preparation on a specific topic, and (2) give training in the adaptation and conciliation techniques so necessary in the conference room, yet so woefully lacking in the usual high school speech contest project.

The project as outlined for our students is submitted below. The explanations and instructions were followed by a fairly extensive bibliography, which is here omitted.

Projects in Group Discussion (Extemporaneous Speaking) for the All State High School Speech Group

The project in extemporaneous speaking has been arranged in what is believed to be an approved form—that of Group Discussion. Group Discussion is the informal examination of various proposed solutions to the problem by a small group. The group may at times have final jurisdiction, as in the case of a school board or board of directors of a corporation. Again, the group may simply be a committee preparing a solution for the action of a larger body, the assembly.

In the early stage, group discussion is ordinarily "explanatory," non-controversial that is, it seeks simply to define the problem with its various solutions. However, after this preliminary stage has been passed, group discussion usually takes on the semblance of

genuine debate, with the various factions upholding their chosen solutions to the problems. There are distinct differences in such debate, however, as compared with the ordinary interscholastic judged debate, in that (1) not two, but several solutions are being considered, and (2) the speakers are not attempting to convince the judge or an audience, but their colleagues.

In this project it will be assumed that discussion has reached the controversial stage. The topic will be, "what are the two most important social accomplishments?" Discussion will be limited to the following: (1) ball-room dancing, (2) the game of bridge, (3) horseback riding, (4) tennis, (5) golf, (6) swimming. Each speaker will be allowed a total speaking time of ten minutes—seven minutes for a "constructive" speech and three minutes for an "adaptation" speech. (This speaking arrangement has been in use at the University of Pittsburgh Delta Sigma Rho Conference for the past two years). Speakers will draw lots for position when delivering the constructive speeches. After a speaker has given his constructive speech he may use his additional three minutes at any time even between other constructive speeches, simply by notifying the chairman. Major objectives should be to excel in; (1) speech composition, (2) delivery, and (3) adaptation to preceding speakers. Since "adaptation to preceding speakers" is an important element in Group Discussion, all speakers except the first should include it in their constructive as well as in their adaptation speeches.

Instructions as to procedure follow:

INSTRUCTIONS FOR CONSTRUCTIVE SPEECH:

Standards for Judging Value of Social Accomplishments

1. What is the recreational value of the accomplishment?
 - a. Does it give real pleasure?
 - b. Can it be indulged in without undue expense?
 - c. Can it be indulged in without undue inconvenience?
 - d. Can it be indulged in after the days of youth?
2. What is the health giving value of the accomplishment?
3. What is the practical value of the accomplishment?
 - a. To what extent would it assist

one in building a desirable social life for himself?

- b. To what extent would it assist one in making desirable business contacts?

INSTRUCTIONS FOR ADAPTATION

SPEECH:

Here, as well as in all constructive speeches except the first, use should be made of the following *technique of tactful refutation* (Borden, Richard C., and Busse, Alvin C. op. cit. pp. 146-153.) in disposing of the arguments of adversaries:

- (1) State your opponent's argument exactly before you refute it, thus showing that you understand it and are fair minded.
- (2) Take issue with your opponent impersonally—that is, attack the argument, not the person.
- (3) Take issue with your opponent conservatively—that is, admit the worth of all that is good in his speech—take issue only on vital points.
- (4) Maintain a calm, conciliatory, pleasant tone of voice.

The results seemed to more than justify our expectations. I should therefore recommend group discussion as here set up, as worthy of serious consideration by high school debate leagues as a possible substitute for the conventional project in extemporaneous speaking.

TIME WAS

Time was when black was always black
And white was always white;
When men were wholly good or bad—
No softening shades in sight.

But now I know there are lovely grays,
And shades all in between;
That men are seldom wholly good,
And seldom wholly mean.

—Zula Baker Charlesworth.

A progressive school must so teach that we learn how to figure costs so as to give a fair return to both the worker who invests his life's strength, and to the worker who has saved his money and invests his life's earnings.—Midland Schools.

The entire school system, where there is progressive administration, is a democracy in the best sense.—Carleton Washburne.

March, 1936

The Extra-Curriculum in a One-Room School

CARL RUCHMAN

Teacher of Talbot School, District 136, Jefferson, Oregon.

ONE TEACHER, eight grades, twenty-five classes per day! Obviously the teacher is overburdened with a multiplicity of responsibilities, many of which must be shifted to the pupils, thereby not only relieving the teacher of many daily tasks but also building a civic and moral responsibility in her pupils. To have effective learning there must be activity. "No impression without expression" is a sound pedagogical maxim.

Why should a child take part in social and political affairs while in school? Will he not get plenty of that after graduation? Probably not. If left till after graduation the progress made will be largely by trial and error, and many will fail. Today man can no longer be an extreme individualist. Since it is so desirable that we learn fair play in everything, the school must incorporate the obligation of socialization.

A. S. Bush (in *Texas Outlook*) says: This activity is based upon the philosophy that education is growth and growth comes through experience . . . If this is the true conception of education, then its acceptance should constitute a unifying philosophy adaptable to all maturity levels. We should not be seeking one philosophy for the elementary, another for the secondary, and still another for the college level. If we thus find a common basic philosophy, it is rather obvious that an activity or extra-curricular program has its rightful place at every level of education. It remains only to be guided by wise basic principles, to allocate desirable activities, to relate them properly to school life inside and outside the classroom, and to see to it that all selected activities have an educational value proportionate to the time and effort they consume."

In a one-room elementary school it would be futile to attempt a large extra-curricular program. But this type of school presents an excellent opportunity for socialization because of the heterogeneity of ages and experiences of the pupils. Angelina Wray (*Jean Mitchell's School*) has demonstrated, as have

countless pedagogues, that a rural school is an ideal situation for training pupils to get along with one another cooperatively. "One of them, Joe, has committed himself to the new ideal, but he needs to be more firmly established and his resolution needs to be clinched by service. It is a transformed lad that tip-toes to serve the little children and enjoy their glee over colored pencils and at noon comes in to explain that the organ is out of order and to tender his 'genius for tinkering,' to fix it. The felt joy of service, the recognized dignity of it, the reward of it in sincere appreciation and deference to his willing spirit and his skill—these all together give Joe a new and deep and not distasteful experience."

Another advantage of the one-room school is the intimate contact of pupil with pupil, pupil with teacher, and the relative interdependence of the entire school.

As was pointed out at the beginning and as all teachers with experience in rural schools most certainly will agree, the rural teacher is over-burdened. Also we have pointed out the desirability of "letting the pupil in on it" in an active participation in school functions. Since we find it desirable to train for civic and social leadership and followership and to inculcate ideals of service, let us suggest a few ways in which each pupil may happily function as a definite ingredient of the school society. Let it be understood, however, that these are merely suggestions, and although they may not find a place in your particular situation, they may be a source of inspiration or ideas. It is with this in mind that the following are mentioned.

Student Government

There is a striking similarity between the adult community and the child community. Even as country districts have very simple organization in their clubs and social or political groups, so the one-room school must make its government inconspicuous by its simplicity. A constitution written in the vocabulary of pupils should be adopted to stipulate the officers, their duties, and a few gen-

eral rules for conduct.

A story is told of three Americans, the sole survivors of a shipwreck, who were cast upon a bleak and desolate shore. What was the first thing those hungry, chilled, homeless men did? That's easy—upon the sands of the sea-shore they immediately proceeded to write a constitution. The American people are strong believers in democracy.

It would be unwise for the teacher to proceed too rapidly in setting up a student government. First there must be a "felt need" for a constitution. A tactful teacher, by means of suggestions and hints, can skillfully develop this mind set.

Here is a constitution which may be a guide for the teacher and pupils in writing a constitution:

Constitution

We, The Pupils of
School wish to become good citizens of our country. In order to become good citizens of our country we believe that we shall have to be good citizens of our school. This means that we must learn to be healthy, happy, and helpful to one another at all times. As a means of accomplishing this purpose we adopt this constitution.

Article I

This school shall make a conduct code which shall set forth rules and ideals that the pupil-citizens think are the most important for them to observe.

Article II

The school officers shall be President, a Secretary, and a Health Officer. There shall also be such committees as the school shall determine.

All officers shall be elected by the school as soon as possible after this constitution is adopted. This term of office shall be the school year unless the school shall decide otherwise.

The President shall conduct all meetings and help all the pupil-citizens and the other officers to observe the rules of the conduct code.

The Vice-president shall act as President when the President is absent and shall be the chairman of the courtesy committee to see that chairs are provided for visitors and to do any other acts of courtesy that the school may desire.

The Secretary shall keep a record of all the business.

The Health Officer shall be responsible for the general sanitation of the school premises.

Article III

Any pupil who violates any item of the conduct code should be shown that his act is not for the good of the school and that it is his duty to do the things that the other pupils think are the right things to do. No pupil should ever try to force anyone to obey the code, but everyone should think it an important duty to ask the teacher to help in case someone does something that is not for the good of the school.

Article IV

The constitution may be amended by a majority of the pupils at any meeting.

Done by the unanimous consent of the teacher and pupils of the
School this day of
in the year of our Lord one thousand nine hundred thirty-six. In witness whereof we have here unto subscribed our names.

The purpose of the constitution is not to stipulate hard and fast laws but to set forth a guide.

The entire atmosphere must be jovial and free. The first few meetings will undoubtedly result in a great deal of embarrassment for the officers and also for anyone who speaks from the floor. The teacher must be sympathetic and encouraging.

Term of office should not be too long. If there are three or four individuals who would qualify and benefit by the opportunity to be president, the term of office should be limited to about two months. Children of grade school age like change. They will look forward to election of officers.

Now let's unload the teacher of as many routine mechanical duties as we can. If there are committees and managers appointed and each made responsible for definite functions, the pupils will enjoy immensely their opportunities to serve and take responsibility. The educational ends will be physical security, an active flexible personality, cooperativeness, freedom, and fair play. Through the political set up the goals of civic and ethical training will be reached.

A suggestive list of managers and committees suitable for a rural school may include athletic manager, decoration committee, monitors, library committee, flag committee, health inspectors, and a courtesy

committee. These committees may either be appointed by the President or elected at large, whatever is the wish of the pupils. Article II may be changed to include as many officers as desirable.

4-H CLUBS

Early adolescence has been termed the age of gregariousness. In children of this age the gang spirit is rampant! It is the age interested in stories of outlaws, pranksters, and "crazy kids." During school time and leisure hours this tendency on the part of gangs often finds improper channels of expression. The clubwork furnishes a desirable outlet from a civic, social and practical point of view.

Such extra-curricular activities as are suggested have doubtlessly been used time and time again, whatever way in which they were adaptable to local conditions and individual situations. But there are still too many schools in which the teacher is dictator instead of supervisor. As a result extra-curricular activities, such as are, are stunted by lack of student participation and self expression. Did the reader ever try driving a group of chickens into a coop? How much easier it is to scatter a few kernels of wheat along the trail and in the coop! Yes, we can accomplish much educationally by a cooperative friendly attitude.

Too long has the school organization and administration been teacher-centered. We have attempted to force pupils to benefit from the learning of previous generations alone, instead of using only the practical elements and building new aspirations and ideas upon them. Our school must be pupil-centered. All planning by the teacher must take the individual pupil into consideration and must aim at certain pupil ideals, attitudes, and abilities.

By far the greatest consideration should be given to outcomes. Are our pupils reaching the goals? The extra-curricular activities of the one-room school should develop personalities. They should give basic training in government, mores, and discipline.

After all, the grammar grades are fundamentally fundamental in every respect.

And at the same time that we are teaching fundamental processes, training in skills and habits, and building attitudes we must keep in mind that this can only be done with a friendly co-operative relationship between

teacher and pupil and between pupil and pupil. An extra-curricular program is an excellent source of socialization and the one-room rural school gives an excellent opportunity.

What the theater, the pool parlor, the roadhouses, the dancehalls, the newspapers, the thriller magazine, the broken or inefficient home and other sources of bad influence on youth do or what the home, the church, the state and other "educational" institutions of organized society fail to do the school obviously cannot control or be responsible for.—George I. Brinkerhoff.

The besetting sins of the American college and university today could be reduced to the following three items: First, the insatiable impulse to expand materially; second, the glorification of research at the expense of teaching; and, third, the lack of human contact between teacher and student.—Hamilton Holt..

AFTER-DINNER GLEANINGS

"It's just what I've been looking for!" is the exclamation with which school people greet AFTER DINNER GLEANINGS, a new book by John J. Ethell. It contains a wealth of clever anecdotes and stories that are really funny. Among its several hundred short talks of a serious nature will be found those suitable for almost any occasion upon which men and women are called to speak. More than that, it has a unique plan or organization by which appropriate stories or quotations may be brought into a talk or toast. In fact, it provides a clever speech—ready made, yet original—for any person, any time, any place. The price is \$1.25 postpaid. Send your order to *School Activities*, 1013 West 6th St., Topeka, Kansas.

News, Notes, and Comments

"MESSIAH" BANNED IN SCHOOLS

Handel's "Messiah," composed in 1741 and generally recognized as one of the world's finest oratorios, was not sung in the auditorium of Washington Junior High School, Mount Vernon, N. Y., by the Mount Vernon Choral Society in a proposed Christmas song-fest because the Board of Education regarded it as "sectarian."—*Journal of Education*.

FOR COMMENCEMENT IDEAS

New subscribers will find the April and May numbers of last year a good value at the single copy rate—25c each.

A national drive is underway to secure a fund sufficiently large to send Dr. James Naismith, the originator of basketball, and his wife to the first Olympic Basketball Games in Berlin, Germany in 1936 and also to create an annuity fund in his behalf. Dr. Naismith, 73 years old, is retiring as Professor of Physical Education at the University of Kansas.

A new service, providing a guide to current literature describing occupational opportunities, requirements, and trends begins with the appearance of the *Occupational Index*, prepared and published by the National Occupational Conference, 551 Fifth Avenue, New York. The Conference is a research organization supported by the Carnegie Corporation.

"The Teacher in the Community" has been chosen as the theme of the Forty-third Annual Convention of the Association for Childhood Education which is to be held in New York City, April 28—May 2, 1936. General session addresses, study classes, discussion groups and field trips will develop various interpretations of this theme.

James E. West, Chief Scout Executive of the Boy Scouts of America, has completed twenty-five years of service as the head of that organization.

Story Parade is the name of a new literary monthly for children. The publication office is 70 Fifth Ave., New York City.

Educational Abstracts is a new publication devoted to the work of publishing outstanding educational articles in condensed form. The office is at 230 Fifth Ave, New York City.

The Music Educators National Conference for 1936 will be held in New York City, March 29th-April 3rd.

The new How We Do It department promised *School Activities* readers last month will make its first appearance in the April number. This department will be edited by Clifford E. Erickson, Instructor in Education, Northwestern University.

After a spirited contest the 18-year age limit for interscholastic competition in Texas high schools was voted down in a referendum of the 1,155 high schools of that state. The age limit is set at 19 years.

A Convention of Student Associations of Texas will be held at an unannounced date in March, under the auspices of the University of Texas. Tom Currie, Jr., of Asutin, Texas, is in charge of the proposed event. Phillip Lafollete, governor of Wisconsin, has been invited to give the principal address. Problems of student government will be discussed in open forums.—*Phi Delta Kappan*.

The January, 1936, number of the Bulletin of the Department of Secondary-School Principals is a book of 372 pages. Its theme is *Issues of Secondary Education*. The committee reporting is made up of: Francis L. Bacon, Thomas H. Briggs, Chairman, Will French, Arthur Gould, Sidney B. Hall, Fred J. Kelly, John A. Lester, Rudolph D. Lindquist, Truman G. Reed, Heber H. Ryan, Francis T. Spaulding, and Curtis H. Threlkeld. Copies of this bulletin may be ordered from H. V. Church, Executive Secretary, 5835 Kimbark Ave., Chicago, Illinois.

Men and women are demanding the right of self-expression, though most of them have nothing to express but the most commonplace hankerings after the most primitive satisfactions.—*Abba Hiller Silver*.

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Have You Read These?

By the Editor

"We shall see that all military matters are painted in glowing and brilliant colors Keep teachers' salaries at low ebb Develop an attitude of ruthless competition and disregard for human lives and personalities Dispense with school libraries Insist on compulsory military training for both boys and girls," are a few of the ideas suggested to an imaginary "National Council for the Extension of Militarism," by Dr. William G. Carr, in *School and Society* for December 28, 1935. By all means read this interesting and unusual article, "Recipe for a Warlike Nation."

Teacher tenure is, just now, more uncertain than it has been for many a day. By what or by whom is it made uncertain? How? Why? Bet you would like to know the answers to these and similar questions. If so, read "Behind the Attack on Teachers' Tenure," by Robert Lowenstein in *The Social Frontier* for December, 1935.

If you are at a loss for ideas and words when someone tries to justify war on the basis of "need of expansion," read Nathaniel Peffer's, "The Fallacy of Conquest," in *Harper's Magazine* for January.

Is the National Youth Movement in the hands of experienced educators? Does it duplicate existing agencies and their work? Is it a mere political gesture or another propaganda machine? Does it put the schools into politics? Is it constitutional? Does it stress the economic need of the teacher or leader rather than his professional competency? The sentiment, as reflected in many lay and professional publications, is presented in "An evaluation of the New Deal in Education," by John T. Wahlquist, *School and Society*, December 21, 1935.

"Any problem affecting the school life of a boy or girl, whether social, economic, or educational, must clear through the home room adviser," says L. W. Kindred, who then proceeds not only to justify his position but

also to show how this clearing can be done. This one, "Homeroom Management," in *Junior-Senior High School Clearing House* for January, 1936, is one of the best we have read.

The grand old Republican and the grand old Democratic parties are on the way out for good; "good" in two ways, (1) permanently, and (2) because their passing will be the death knell of blind partisanship—the curse of American politics since the Civil War. And what parties will take their places? "Two true parties, Conservative and Liberal, rooted in the two opposing social principles." Who says so? A famous and competent commentator, Frank R. Kent of the *Baltimore Sun*. His article, "The End of Party Labels," will be found in the *American Magazine* for December. Read it yourself and then make it available for your students.

If they were immigrants now they couldn't even get into the United States. Who couldn't? Oh, Hamilton, Gallatin, Riis, Bok, Pulitzer, Thomas, Grainger, Heifitz, Zimbalist, Damrosch, St. Gaudens, Agassiz, Muir, Audubon, Bell, Steinmetz, Goethals, and Carnegie, to mention a few. For details, see Leonard Kenworthy's article, "Famous American Immigrants," in *The Journal of Education* for January 6, 1936.

Should a school letter be awarded to the student who is physically, mentally and socially efficient, but who smokes or swears or drinks or steals or chews gum or "sasses" the officials? Apparently L. A. Judin of Brook Park, Minnesota, and his faculty believe not, judging from "A Balanced Basis for Letter Awards," in *The School Executive* for December.

A famous kidnapping case was "tried by the newspapers" and is still being tried by them—a travesty on law and the courts. And neither necessary nor beneficial. Paul Hutchinson in "Trial by Newspaper," in *Scribner's Magazine* for January, shows how it is done, and also how all the destructive effect of present crime news reporting could be stopped at once, without a single new law.

School Clubs

Edgar G. Johnston, Department Editor

One of the outstanding problems in the organization of the club program is that of securing participation by those who most need the broadening of interests which club activity may promote. Some schools have attempted solution by a plan of compulsory club membership on the theory that the experience of club activity is so important that no pupil should be allowed to escape it. This practice seems of doubtful justification, since a vital club program depends to a large extent on the enthusiastic support of its members and enthusiasm can not be summoned on demand. A sounder procedure would seem to be that of making clubs so attractive that every pupil will want to belong to one and see to it that all pupils are kept informed as to what the various clubs are doing.

The Hutchins Intermediate School of Detroit has made excellent use of the school newspaper, *The Hutchins Star*, in describing its clubs to the student body. Accounts of the various clubs have appeared in successive issues of the *Star*, and a number of them have been reprinted together with a complete list of clubs in an attractive booklet—"Club Life at Hutchins". The descriptions are the more effective in that they are obviously the work of the student writers. The reports presented below are selected from this booklet.

Fannie Merritt Farmer Club

Girls, will you ever forget the memorable 7B Tea? I doubt if you ever shall. But no one can say that it was not carried off as perfectly as ever before. The excitement was almost too great for the amateur waitresses, but they went through it admirably. They presented an attractive appearance in their colored organdie aprons, so neat that mothers remarked about them. The mothers also remarks about the delicious "crunchy" icebox cookies that the Domestic Science girls had made and the 7B's showed their appreciation by stowing away as many as good taste permitted.

The soft strains of the orchestra added

to the success of the Tea. Mrs Suffel, who directed, was so interested that she did not realize that "tempus fugit" and had iced tea in consequence.

Our club has been named in honor of Fannie Merritt Farmer, one of the early teachers of cookery in the Boston public schools, later principal of the Boston Cooking School and author of the *Boston Cooking School Cook Book*. Its membership is composed of ninth grade girls only, each of whom has established a record for outstanding work in foods and clothing, and is courteous, reliable and a willing worker.

This is the way the Fannie Merritt Farmer girls organize the work for a School Tea. The hostess pours hot water into the cup into which the assistant pours tea. The tea servers take their cup from the assistant hostess and serve the guests. The lemon servers follow the tea servers, offering cream, and sugar and lemon. Then comes the cookie servers with a generous supply of delicious cookies baked by the girls in the domestic science classes. The tea carriers carry the tea from the kitchen to the hostess table; the water heaters keep plenty of hot water in the samovar. This team work calls for plenty of good cooperation which our members know how to give. The dishwashers liven up the atmosphere by their bright sallies, and the "subs" prove their ability by pitching in with a willing hand, and last in the procession come the driers aided by their "subs" who finish the work.

The Garden Club

The Garden Club at Hutchins is made up of forty pupils who are interested in the school garden, house plants, home gardens, and landscape designing.

The first work accomplished was the planting of many bulbs for the spring flowers. Since there was so much to do, the members of some of the classes meeting in Room 126 attended to part of the actual planting after most of the flower beds had been properly fertilized and prepared by the garden club members according to the directions given

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them. A few of the bulbs that could be spared from the garden were put into flower pots to be dug up later. We hope to be able to force some tulips, crocus, narcissus and hyacinths to bloom a few weeks earlier than those planted in the open. Some of the bulbs and perennials in the school garden need protection from rapid thawing and freezing. These will soon be covered with straw or with leaves.

Among the house plants studied a spindly fuchsia plant was fertilized and trimmed to more presentable shape and the cuttings were put into a glass of water. The plant is growing thriftily and one slip has roots. Various other house plants are being compared as to beauty of foliage and, soon we hope, as to type of flowers. Many of the club members have asked practical questions about their plants at home.

A project that will soon be taken up in the club is the making of dish gardens. Any kind of wide, deep dish will do—a deep pie tin can be painted to keep it from rusting, or a soup plate can be used to make a little garden for the table. Hand made clay fig-

ures, bridges, pergolas, add atmosphere and ferns furnish the shade.

The problems of hanging basket and window box composition will come in for their share of work and discussion some time during the winter. Rock gardens, water gardens, and other beauties will be studied from magazine articles, and in the spring a field trip or two will be taken to study landscape design for the home grounds.

Star Gazers' Club

"What new star friends are we going to add to our list today, I wonder," said Elizabeth to her companion.

"Movie stars, do you mean?" asked Helen.

"No, not 'movie' stars, but the beautiful stars we see in the heavens every clear night", answered Elizabeth. "It is Tuesday, the meeting day for our Star Gazers' Club. Will you come with me and see how we learn the formation of stars in the constellations and how we locate them in reference to groups we have already learned. Wouldn't you like to count among your star friends the Big Dipper, the Little Dipper, Cassio-

American Federation of Teachers

506 South Wabash Avenue
CHICAGO, ILL.

The American Federation of Teachers

desires to establish an intimate contact and an effective co-operation between the teachers and the other workers of the community.

The American Federation of Teachers

desires to co-operate with all civic organizations for improved civic life. Groups of seven or more public school teachers are invited to affiliate with this National Organization of Classroom Teachers for mutual assistance, improved professional standards, and the democratization of the schools.

Our Slogan Is

Democracy in Education - Education for Democracy

THE AMERICAN TEACHER

published bi-monthly by THE AMERICAN FEDERATION OF TEACHERS. Membership dues carry subscription to the magazine. To all others the subscription price is \$1.00 per year, 25 cents per copy.

peias's Chair, Pegasus, the flying horse; the giants, Hercules and Orion; Sirius, the dog star; Job's Coffin; and the Pleiades, "a swarm of fire flies tangled in a silver braid", as Tennyson has called them.

With the aid of a good star map and lots of enthusiasm you will soon be surprised how interesting the heavens are. Wouldn't you like to become a member, Helen?"

"What are the qualifications for membership?" asked Helen.

"Only two—a desire to make some friends among the stars and a willingness to study the heavens. If you want to enjoy the work, form a Star Club in your own home. Get your family to help you locating the constellations. It is then real fun and you will make rapid progress. You are a Scout, too, so you will find this club very helpful to you in earning your Star Finder badge."

The Book Club

This semester an old club has been reorganized—the Book Club. Sounds interesting doesn't it? It is, or so thinks the twenty members of the club. Our purpose is to make every one of them a book lover, so that he will spend a part of his leisure time in the company of a good book. Did you ever stop to think that if you have a good book you can never be lonesome, for you have some good friends (book friends, of course) to amuse, interest, or instruct you?

At our meetings we discuss the best books we have read during the week, we may read an especially fine selection from a book, or some of our members, appointed a week before, may dramatize a scene. Sometimes we give a book talk or book riddles. Once a month we have a social hour when we play games, give book riddles or have a play. Some of our members make good fudge, too but don't spread that news. good fudge, too, don't spread that news.

The Beaver Club

of the Beaver Club, dressing dolls for the Goodfellows Association who in turn will make some poor child very happy with one as a gift.

If pupils had gone into the Library and seen the Doll Exhibition the latter part of last week or the beginning of this week, truly they would have noticed Nancy, dressed by Charlene Barker in her warm flannel pajamas holding her arms out to be cuddled by some little unknown mother. Peggy Ann,

dressed by Helen Alcott, in her orchid frock is also waiting to do her part on the coming Christmas morning. Nancy Jane in her red dotted dress and hat will melt a warm spot in some little girl's heart, and she was dressed by Marguerite Pemberton. In her little white apparel, Mary, will no doubt make some child's heart quiver with delight.

Oh, yes! We are proud to say that we dressed Peggy, Millie, Verna and Madge whom we hope are more than willing to do their part

Thursday afternoon at 2:00 o'clock the dolls were gathered in room 308 with the girls who dressed them, waiting for the Detroit News Photographer to take their picture after which one was also taken for the Detroit Exhibit, to be held soon.

We are very sorry that we haven't room to describe each individual doll, as they made a very remarkable display.

Study is the effort to deal intelligently with the situation at hand.—William H. Kilpatrick.

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Stunts and Entertainment Features

Mildred H. Wilds, Department Editor

MARCH AND TIME

Emma K. Miller

(Throughout the month of March are historical events which go unnoticed as the days progress in seeming haste and monotony. This skit can be produced any time during the month. The following will serve as a nucleus for a program, any part of which may be developed more thoroughly thus giving opportunity for more student research. Or again any part may be omitted without spoiling the continuity.)

SETTING: A comparatively bare stage and curtain that can be dropped after each scene. A large calendar of the tablet type placed on an easel near the announcer so that sheets may be torn off as he talks.

CHARACTERS: There will be a reader or announcer to represent the month of March. He can be dressed in a plain black gown or in green symbolizing the most known of March days, St. Patrick's. The announcer speaks as he tears off first calendar sheet. *He will stand outside the curtain: March 1, 1867.*

(Curtain reveals men seated around a table in center of room preceding a session of congress.)

1st speaker—Tomorrow will be a solemn time. —it may mean the adding of another star to our flag—it may mean another state to strengthen the union.

3rd speaker—A state rich in farming.

4th speaker—A state fine for cattle grazing.

1st speaker—Gentlemen we must work to bring Nebraska into the union.

(All stand and sing the state song)

Curtain.

Announcer: March 2, 1775

(A group of ladies in the dress of the period—hoopskirts made of homespun cloth. They are talking in a living room around an open colonial fireplace.)

1st speaker—Here we are good English women—it's four o'clock but we will have no tea today.

2nd speaker—That's fine, then we shall

chocolate. I already smell it brewing on the stove and (ummh) it smells good.

1st speaker—And I shall make up for the lack of tea by serving you some of my new jelly rolls. Aunt Beth sent me the recipe from England. There was even a tax on her letter.

3rd—But why this talk about tea—didn't the boat get in from England with the supplies?

2nd speaker—But our husbands have joined together to dump the whole bally lot in the sea.

3rd speaker—Oh! I'm glad to hear that —maybe we won't have to serve tea to be good English women any more. Perhaps we can serve chocolate and be American women.

(All join hands and sing "America".)

Announcer: March 3, 1847

Student with essay in hand parts the curtain and steps out to read an essay on Alexander Bell—he begins "On this date Alexander Graham Bell, inventor of the telephone was born in Edinburgh, Scotland. *(He reads a speech which he has written from his own research.)*

Announcer: March 4, 1791

(Student steps forward and reads an essay on Vermont—it was on this day that the state was admitted into the union.)

Announcer: tears off March 5.

Announcer: March 6, 1836

Student recites the poem on the Alamo —It was on this date that the Alamo fell.

Announcer: Tears off March 7

Announcer: March 8, 1848

Music number in celebration of the fact that Fremont's expedition reached Sutter's Fort, California.

(Students with banjos play several California tunes such as "Oh! Suzanna".)

Announcer: March 9, 1847

(Short skit involving conversation between the postmaster and the first person to buy a two cent stamp—for this is the date of the first postoffice opened west of the rockies at Astoria, Oregon.)

March, 1936

Announcer: March 10, 1876

This can be turned into dialogue by the students— "On March 10, 1876, the first complete sentence of speech was transmitted by telephone. On June 2, 1875, Alexander Graham Bell had verified his theory of electrical speech transmission. Since then in repeated experiments, he had succeeded in transmitting only a few isolated words. Now he was seated before a transmitter of a new type, connected to a receiver, in another room at which his assistant, Thomas A. Watson was listening. Accidentally, Bell overturned a battery containing acid and in consternation called out, "Mr. Watson, come here, I want you". Watson rushed in shouting that he had heard Bell's words—over the wire. Speech had been transmitted by means of electricity. Telephony was an accomplished fact.

Announcer: March 11, 1794

Three boys dressed in sailor costumes sing songs from the navy—A humorous selection might be "A Capital Tip for an Ocean Trip". The date marks the first appropriation for U. S. Navy.

Announcer: March 12, 1835

A sketch on the work of Simon Newcomb, astronomer. Whose birthday is on this date.

Announcer: March 13, 1884

Poem read "Backward turn backward, O Time In Your Flight." This is the date of the adoption of standard time in the United States.

Announcer: March 14, 1794

Negro songs sung by students dressed in overalls and picking cotton as though they were in the fields of the south. A group are bending over a bag picking out the seeds. As they finish a most sorrowful song another negro rushes in with the news "Eli Whitney has just been granted a patent on his cotton gin—no more back breaking seed picking." One of the negroes then will step into a tap dance as the others sing more joyously

Announcer: March 15, 1767

A boy reads his own composition on Andrew Jackson since this is his birthday.

Something similar can be done for the remaining days of the month.

Outstanding days are as follows:

March 16, 1751—James Madison, 4th president born.

March 17, 1776—British evacuated Bos-

ton. St. Patrick's day.

March 18, 1837—Grover Cleveland, 22nd and 24th president born.

March 19, 1766—Stamp act repealed by Parliament.

March 20, 1775—Patrick Henry delivered his famous speech, "Give Me Liberty or Give Me Death!"

March 21, 1621—Massasoit made treaty with the Plymouth colony.

March 22, 1881—First telephone exchange in Wyoming opened at Cheyenne.

March 23, 1868—University of California established.

March 24, 1820—Fanny Crosby the hymn writer born.

March 25, 1873—First railroad bridge in Nebraska across the Missouri River at Omaha opened 1873.

March 26, 1776—South Carolina formed a provisional government.

March 27.

March 28, 1817—First trip of steamboat Firefly from Providence to Newport, Rhode Island.

March 29, 1790—John Tyler, 10th president born.

March 30.

March 31, 1833—Treasury building burned in Washington, D. C.

MYSTERY STUNT

Jessie Carter

This mystery stunt fits in with the weird howling of March winds outside when students gather in homes or in school rooms for those delightfully chatty spring parties or those larger money making events.

Regardless of the time of the year, this

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act may be induced to harmonize with the seasons; it can readily fit in with your informal spring party.

The cost is only the price of two lemons and one linen tablet. Being a mystery stunt, it may be advertised under any name that seems suitable.

Squeeze the juice from two lemons (an old discarded cold cream jar is an ideal container for the juice). Get a stubb pen point for writing, as the lemon juice will be used as ink. Hold the pen point in the flame of a match to remove the smooth finish. This will cause the lemon juice to adhere to the pen point sufficiently to give an even flow. Of all writing paper it will be found that linen paper is the best to use.

The next problem is—just what are we going to write? The answer is "Fortunes!"

Imagination and an old almanac will make this stunt effective. If you are at all acquainted with your crowd, a few real traits and facts (with the aid of the astrological characteristics from the almanac) can be woven into a thrilling "future." Have various numbers prepared for copying. A few changes in some will give enough variety to save making up too many. "Blonde type" may be inserted in one and "brunette type" in others. Change time of general events and perhaps names of places. Such phrases as "Stars will aid you when you cannot be driven" are very good and add the mystic touch.

A scheme for bringing in the nickels can be written in the revelation: "Another fortune is yours to possess for the small sum of Given under separate cover—plain wrapped." He pays the price and a package must be already prepared.

After these fortunes have been written on linen sheets and dried carefully you will observe under ordinary light that the writing is not visible. So be clever and arrange your lighting scheme so that the colors are dim and oriental in effect. By holding the sheets carefully over an electric plate or a lighted lamp the writing becomes visible. If more convenient a hot iron may be applied or lamp grills or an open fireplace may be used.

For effect you may arrange an oriental booth and have a girl dressed as gypsy or a Hindu reader perform the act. Sell the fortunes per sheet or with some other article. Several oil lamps can easily be decorated to fit in with the oriental theme and to serve

as a burner for incense. Heat from them may be used for revealing the writing.

Fortunes also may be wrapped around all-day-suckers or stick candy to sell at a nickel. For banquets they make fascinating favors. The heat from lighted candles will be sufficient to make known the hidden secrets.

THE DANCING SAILOR

P. B. Prior

Most books on conjuring begin by saying: "The conjurer must first palm an egg or a coin." The ambitious boy reads so far, attempts to hide some such article in the palm of his hand, fails, then disgustedly throws the book aside and drops the subject.

The following, however, is a neat little trick in which no special deftness is required. Any boy can do it with patient practice.

The performer takes a rough cardboard imitation of a sailor or soldier or of a fellow student. He holds it up to the audience to show that it is free from trickery. He then

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takes his seat in a chair and places the figure on the floor before him.

It lies flat and inert. "Ah!" the conjurer says. "I know my little friend wants some music." He starts to hum or whistle, or requests the pianist to play some catchy tune while he places the figure on its feet. Suddenly it seems to be galvanized into life and dances before the spectators. The music ceases, the figure hesitates, gives a final kick, and drops to the floor.

The performer then picks it up and passes it around for inspection.

Marvelous! Yes, until you know how it is done.

Before starting the performance, the conjurer fixes about one-half to three-quarters of a yard of black silk thread between his trouser legs. This can easily be done with the aid of a couple of small bent pins. Being black, the thread cannot be seen, and it is slack enough to let the conjurer walk about freely.

The figure, which is cut from stiff cardboard, has its arms and legs fastened loosely with small paper fasteners so that they can swing freely. The projecting ears of the figure are bent slightly back so as to form two hooks.

Everything is now ready, the figure is held up before the audience. The performer takes his seat and places the figure in front of him on the floor; as he does so he hooks it on to the thread by the ears. He keeps his legs together, as the thread is slack, the figure lies on the floor. Then, when the music starts, he opens his legs slightly, which draws the figure upright, its feet touching the floor. With one foot he beats time to the music, the figure dancing up and down and throwing out its legs and arms in grotesque though life-like actions.

A word of caution to the beginner. A continuous flow of "patter" always gives a professional smoothness.

THE CHAIN GANG

Mary Bonham

Under the guise of prisoners on trial, students gain liberty by revealing their talents.

(Elevated seat in center of stage near rear upon which sits an austere judge with

hammer in hand. Sheriff brings in prisoners all chained together.)

Sheriff: Your honor, judge, here are the prisoners accused of serious crimes.

Judge: Prisoner 234, step forward. (Sheriff unchains him.)

Judge: What is your aim in life?

Rash, prisoner 234: To sing your honor.

Judge: What is your aim in life?

Rash: Of running over a new song, sir, oh! be merciful.

Judge: I will but you must stand out there and run over that song to the court and audience.

(Rash sings his song.)

Judge: Case dismissed. Prisoner No.

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March, 1936

235 step forward. What crime are you guilty of?

Prisoner Of hanging pictures, your honor, but I am tired of hanging them—I'd like to make some.

Judge: Proceed—(He makes faces for the audience and assumes comic poses. He may pull make-up out of his pocket, whiskers etc. He can change his looks or represent by voice some of the well known movie stars, male and female.)

Judge: Case dismissed. Prisoner No. 236. Of what are you guilty?

Prisoner: Of murdering the king's English.

Judge: Face the audience and tell how you offended the king.

Prisoner: Spells and pronounces all words to rhyme with dough, rough, tough, through, bough, enough, slough etc.

Judge: Case dismissed. Number 285—What did you do to be brought before me?

Prisoner: I've knocked out a tap dance!

Judge: Let's see how you did it.

(Prisoner executes a tap dance as music begins off stage.)

Judge: I sentence you to perform at any school function when you are asked. Case dismissed.

Judge: Next prisoner:

Prisoner: I, sir, picked on the strings of a guitar, like this (picks up a banjo or guitar and plays a peppy number.)

(The staid old judge keeps time with his mallet and sways with the rhythm. Gets up from his bench and follows behind the prisoners as they go off stage in a dancing goose step with music accompanying.)

This idea may be carried out to a greater extent by adding other criminals on different charges.

A RADIO PROGRAM BECOMES A SCHOOL PROJECT

(Continued from page 24.)

Tuesday, Wednesday, and Thursday, 5:15-5:30. The Thursday programs are in the form of a newscast, giving news items from all the schools and a short sports review. A list of radio programs, taken from the January, 1936, bulletin sent to principals, teachers and P. T. A. radio chairmen, follows:

January 7 and 8. Mr. and Mrs. Symphony will be heard in two more "Know Your Mu-

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sic" programs by the music department. The program of the third Indianapolis Symphony Concert will be discussed.

January 14. "Romance of Tall Chimneys." A dramatization prepared by teachers and children from School No. 47.

January 15. "Faculties in Indianapolis for This Age of Increased Leisure." Mr. C. C. Ridge, secretary of the Indianapolis Council of Social Agencies, will assist with the preparation and production of the broadcast.

January 21. "A Visit to our Island Possessions." A program prepared by the social studies classes of School No. 82.

January 22. "Manual Training High School." The first of a series prepared and presented by high school students and teachers.

January 28. "A Trip to the Pyramids of Egypt." From information gained through her experiences on a trip to the pyramids, Miss Belle C. Schofield, supervisor of art, will select material for the preparation of this broadcast.

January 29. "Foreign Trade." Program assistance received from Mr. James J. Mattwig, of the Indianapolis office of the United States Department of Commerce, Bureau of Foreign and Domestic Commerce.

Do you like to travel? Do you learn anything when you "go places?" Do you believe that children should travel and learn? Of course you do. Would you like to get some more ideas on how to realize maximum returns from student trips? If so, read Florence Brumbaugh's article, "How to Conduct an Excursion," in the September number of *The Instructor*.

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Games for the Group

Mary D. Hudgins, Department Editor

A MARCH OF THE WINDS PARTY

Mary Dean

Invitation to this windy gathering may run something like this:

Won't you breeze in on.....
at on

Since it is to be such an airy affair, host or hostess should keep things stirring all the time. Let one game follow another in rapid succession.

Here is a choice of two guessing games. If time permits both may be used.

WHAT KIND OF A WIND WAS THAT?

- | | |
|-------------------|----------|
| 1.—A yarn? | zephyr. |
| 2.—A drink? | draught. |
| 3.—A cry? | squall. |
| 4.—A cream cake? | puff. |
| 5.—An explosion? | blast. |
| 6.—An aroma? | whiff. |
| 7.—A song? | air. |
| 8.—An exhalation? | breath. |

WINDS WITHOUT NUMBER

- | | |
|--------------------------|-------------|
| 1.—An inheritance. | windfall. |
| 2.—An opening. | window. |
| 3.—A finale. | windup. |
| 4.—An anemone. | windflower. |
| 5.—A turning. | winding. |
| 6.—A town in England. | Windsor |
| 7.—A cyclone. | windstorm. |
| 8.—Machine for hoisting. | Windsor. |

JUST A BUNCH OF WINDBAGS.

Each guest is given a few minutes to make up a tall-tale adventure. Each must tell his story for the benefit of the rest. If the crowd is too large for everyone to participate, the group may be divided into teams of five each, with a spokesman to tell the tale for the group. A prize goes to the story that is the most impossible and yet manages to sound the most rational.

HOW'S YOUR WIND TODAY?

Deflated balloons are distributed. Announcement is made that a prize is to be awarded for the person who can blow his balloon to the greatest degree of inflation without bursting it. If the crowd isn't too

large, each guest is asked to come before the group in turn and perform his blowing act. The comments of those watching will make it almost impossible for him to make a good job of blowing.

BLOW, BLOW THOU SOUTH-NORTH-EAST-WEST WIND

The group is divided into four teams. Each represents a wind. A candle, secure in a flat candle holder, is placed on the floor. In turn members of each group stand about it. At a given signal members of the "wind" grouped about the candle blow with all their assembled breaths. If, at five feet from the candle, they succeed in extinguishing it, they move back to six feet. Thus they continue until they are too far away to affect the candle flame. The team that has the long distance record is the winner.

BLOWN TO THE FOUR WINDS

A string is stretched loosely from one side of the room to another. From it are hung long, narrow strips of crepe paper. Several electric fans are set in motion. Half a dozen guests are called forward, told to fold their hands behind them, and tear down streamers of paper with their teeth. It proves lots of fun—for those on the side lines.

ALL WOUND UP

A leader is appointed who announces that he is running a mechanical toy shop. He informs each guest what that guest is to represent. Then he winds the toys up and they must perform until they gradually "run down". It is left to the discretion of the leader to select the sorts of mechanical toys he wants in his shop. There might be a couple of soldiers, a dancing bear, a mechanical train, a speed boat, an auto—almost anything which strikes the fancy of the storekeeper. A prize is offered for the person giving the most realistic representation.

EAST WIND, WEST WIND, WHICH IS BEST WIND.

Inflated balloons are distributed. A

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rope is stretched thru the middle of the room. A modified game of tennis follows. Balloons are balls. The breath is used in keeping them in the air and sending them into the enemy territory. Anyone may blow on a ball at any time. If a ball touches the floor it is a point in favor of the team whose side it did not fall on. Propelling the ball with anything but the breath constitutes a foul and counts a point for the other side.

A BARGAIN PARTY

Ann Harmacek

A Bargain Party combines an evening's entertainment with a money making plan. Since nobody can resist a bargain, it usually is quite successful. Especially if sufficiently well advertised beforehand. Success depends on a large crowd. Hence, it isn't enough to invite a big group. Publicity must be good enough to insure its coming.

Bargains are well advertised. So invitations are in the form of handbills, such as department stores use. "One-sheets" and posters are displayed everywhere. Real bargains are offered in entertainment.

Plan for any number and variety of bargains. Arrange them so as to catch the imagination of the group.

1. A Play—"See a good show free" it is advertised. Give an additional free ticket to each of the five persons who first approach the "box office." Every couple buying tickets might be given an additional ticket. Needless to say, the play should be short, clever and well presented. Select a non-royalty play.

2. Dancing. "It's cheaper to dance than to stand still at the bargain party" reads the poster. Every thirteenth ticket is absolutely free. Three tickets go for the price of two. Tickets are sold for each dance. Keep the dances short and the price low.

3. Cards and other games—"Play bridge, and dominoes, cribbage, ping-pong or quoits and win a prize." Each table or group draws an inexpensive but attractive prize.

4. Gypsy Tea Room. Here the sale of food is boosted by the promise of a free reading, either of palm or by the tea leaves, or coffee grounds.

5. Art Display—Are you clever? Have you a hidden talent. Let the Bargain Party dis-

cover it. Somebody skilled in crafts is there to direct soap carving, kite making, bead and basket work, leather work, spatter work, free hand drawing, anything which is simple to learn and fascinating to do.

6. A Country Store. "You set your own price at the country store." So says the poster. Foodstuffs and handwork are sold at auction. A ticket goes with every sale. At the end of the evening they are dropped in the box and one drawn which calls for the "grand prize."

7. Archery—"Shoot at a bargain" commands the poster. Wrapped packages become the targets. Arrows are feathers, tipped with cork and a pin. A few of the packages should contain bargain articles.

8. Rental Library—"The cheapest in town" promises the poster. Pictures about the wall represent books, and are numbered. For a few cents book-worms may rent a book (a folder with space to write his guesses as to what books the pictures represent) a prize goes to the best guesser.

9. Radio Department. This may be managed in two ways. A program comes in over the loud speaker—placed just before a curtain. Either the program is absolutely free—with patter concerning the various bargains given in the interims; or time may be sold to the guests wishing to perform.

Bargain events should be separated completely if possible. Several rooms will prove more effective than one large hall.

A PARTY FOR ST. PATRICK'S DAY

Janie Deaton

Invitations may be sent out on folders made to represent small green pipes. Tinted art paper will serve the purpose nicely. On the outside of the pipe appears the statement:

COSTUMES

We carry a full line of Costumes, Wigs, Beards, Grease Paints, Evening Dress Suits, Tuxedos, Wooden Shoes, and Swords, for home talent shows and masquerade balls.

FOR RENT OR FOR SALE

Niemann Costume Co.

Box 167

Grand Island, Nebraska

PUT THIS IN YOUR PIPE AND SMOKE IT
and inside:

..... would be after a' ask-
in' you to be comin to a shin-dig
at on next.

No very elaborate scheme of decoration is necessary for St. Pat's time. Potted plants, ferns, cut flowers—all of them—accentuate the green note. Any of them may be used with very pleasing effect.

Small favors appropriate to the season add not a little to the gala spirit. Contest questions may be printed on strips of green paper. Trifling (in cost at least) shamrocks, pipes, hats and ties will serve nicely as table favors and prizes.

HOW'S YOUR BLARNEY? This is a game which may be played throughout the evening. Playing another game at the same time will prove no handicap. A large basket has been filled with small pebbles. St. Pat's Grand-Niece presides over them and calls them "blarney stones". For half an hour, an hour or during the entire evening each guest is required to accompany every remark with a complimentary adjective. If he forgets, the person to whom he is speaking calls him to task and takes him up to St. Pat's to receive a "blarney stone" which presumably will help him remember next time.

The stones must be carried on the persons of the individuals who must accept them. Boys will probably use their pockets, girls will resort to handkerchiefs. And just to be sure nobody hides a supply of "blarney stones" behind the sword fern, St. Pat's Grand-Niece keeps a record of all stones issued.

BE YE MUSICAL? The group is divided into teams. Slips of instructions are passed, one to a team. Each unit cooperates in carrying out the instructions found on its slip. All requirements hinge on some Irish melodies. But before team number one can sing THE LION'S DEN MAN IN HIS YOUTH, somebody will have to discover it is DANNY BOY which is desired.

Before team number two can hum and pantomime AS ERIN ORBS DO SPARKLE it must be discovered that IRISH EYES is the proper translation. Before team number three can dance while one of its members sings THE FINAL BLOSSOM OF THE PRE-FALL SEASON somebody will have to discover that THE LAST ROSE OF SUMMER

is needed for the accompaniment. A fourth group, in order to strum imaginary ukes to the tune of EMERALD'S IN STYLE THIS YEAR must decipher the code to read WEARIN' OF THE GREEN. While somebody chosen from group five to play ERIN LAUNDRESS will find a copy of IRISH WASHERWOMAN ready to hand. Nor would group number six find it difficult to name the man who popularized RASH COLLEEN FLOWER and sing the song in his own characteristic manner. John McCormick and WILD IRISH ROSE are too well known to be missed.

FROM THE LAND OF THE LIMERICK.
Few things are as Irish as the limerick. And few puzzle tricks have become as popular in recent years as finish-the-last-line-of-this limerick. These are worth trying, either one at a time, on everybody or single throughout the group. As an added color note, they may distributed from a basket tied with a green bow.

In the Alps was a man come from Ireland
Who wanted to climb to a higher land.

But Mike said, "Bless Pat

You can niver do that——

There once was an Irish potato
That met with a horrible fate O
It was placed in a packet
And cooked in its jacket

A certain young Patrick McGuinty
And his bride, once named Moly McGuinty
Dwelt for a while
In the Emerald Isle.

Patrick was quite fond of smokin'
And a friend of the spirito' jokin'
Down in Pat's pipe
Stuffed a big ripe

The Irish were planning a party
And Patrick, a bit of a smarty
Said that a jig
Would go over big

There was a long man from Old Erin
Who thought skies would never be clearin'
For the things that were troublin'
Him always were doublin'

There was a little Colleen named Molly
Frnds found exceedingly jolly
With her Irish eyes smilin'
The boys kept a pilin'

School Activities Book Shelf

COKESBURY PARTY BOOK, by Arthur M. Depew. Published by Cokesbury Press, 1932. 385 pp.

This book is intended to meet a need in the social life and recreation field for an entertainment guidebook that actually plans the party. There are fifty-two completely planned parties—each built around a central theme, and planned in detail, including invitations, decorations, costumes, and even refreshments. There are parties for the home, the club, the school; large groups and small groups; for outdoor and indoor gatherings; for churches and community clubs. There are parties for all special days. This all-purpose book of nearly six hundred games and entertainment plans is in many ways the only book of its kind available.

ACTIVE GAMES AND CONTESTS, by Bernard S. Mason and E. D. Mitchell. Published by A. S. Barnes and Company, 1935. 585 pages.

This book is an original and unique approach to the practical problems facing the play and recreation leader today. In one volume, over eighteen hundred games and contests covering the field of active play are classified, described and illustrated by line drawings. Practically all play activities of an active nature are described so that a selection can be made to fit almost any occasion that may arise.

ESSENTIALS OF WOODWORKING, by Ira S. Griffith. Published by Manual Arts Press. Revised 1931. 232 pp.

Working with wood consists in knowing a little about wood and a lot about the tools employed in doing that work.

The simplicity and comprehensiveness of the tool processes described in this book are a delight. Each tool is explained separately as to its use, its parts, and care, and how to sharpen. The language is clear and understandable, and considerable is added by many figures and illustrations. The questions at the close of each chapter bring home the valuable facts that have been given and could be a great aid in the study of this book.

The whole tone of the book is the same as if you were working right in a shop with an old uncle that had had a great deal of experience in wood working and was willing and ready to tell you the secrets of his experience.

PLAY READINGS, by Louise M. Frankenstein. Published by Samuel French, 1933. 138 pp.

In this most fascinating and enlightening book, written by Louise M. Frankenstein, we are given a collection of scenes and speeches that are the answer to a long sought demand. What student of drama has not spent long hours in search of something really worth while? **PLAY READINGS** meets that demand. The selections were made after much deliberation on the part of the author. They are divided into groups—for one man—for one woman—for man and woman—for men—for women. A very interesting and unusual dialect group is given. The excerpts are from well known playwrights, and can be used not only for class work but also for radio auditions and screen tests. This book will prove an invaluable aid to all interested.

TIN CRAFT AS A HOBBY, by Enid Bell. Published by Harper and Brothers, 1936. 111 pp.

Hobbies, what a boon they are to man and they need not be expensive ones. To seekers of an enjoyable, inexpensive, creative hobby read **TIN CRAFT AS A HOBBY**, by Enid Bell. This most practical manual teaches how to make useful and decorative articles easily and cheaply. The book is well written and holds the reader's interest. The cuts and diagrams are clear. The student is lead step by step in creative efforts. What wonders may be created from a tin can and a few inexpensive tools! This is a manual guide for all ages. To those interested in creative hobbies this book will be a competent and dependable guide.

HERE COMES THE BAND, by Ray Giles. Published by Harper and Brothers, 1935. 201 pp.

With a rum-dum-dum, "quick fall in line" we introduce **HERE COMES THE BAND**, by

Ray Giles. This book tells the fascinating history of bands and band instruments; of the instruments that comprise a band and in what proportion. How to organize a band; how to lead it and how to finance it are all included in this most excellent book. The author points out clearly the type of music that appeals to audiences. He carries the reader along in the most stirring manner from the origination of instruments up to the present hour. He explains such phases as rhythm, beautiful squawks, music and medicine, and sounds. This book will prove an invaluable aid to amateur bands, not only as a manual but also in arousing interest and enthusiasm for the promotion of bands.

Ninety per cent of all books of history are about Europe, which comprises only seven per cent of the earth's land area.—Winston Flashes.

To assume obligations is easy, to discharge them when made is a solemn obligation with the real man.—*The Gleaner*.

The Adventures of Tom Sawyer

By Charles George

Based upon the Immortal Story by Samuel Clemens. Six Males. Six Females. One Easy Interior.

For Warmth of feeling, craftsmanship and general excellence, this new dramatization stands alone. It is authentic and faithful, the story having been preserved in its entirety.

Royalty, \$15.00

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Little Women

By Roger Wheeler

Four Males. Seven Females. Three Easy Interiors.

This lovely and new dramatization of Louisa Alcott's famous book has scored an immediate success. Scores of high school drama groups acclaim it their pinnacle production. Full of action, humor, pathos and never a halting line or scene.

Royalty, \$10.00

Books, 50 Cents

BAKER'S PLAYS

178 Tremont Street, Boston, Massachusetts
or

448 So. Hill Street, Los Angeles, California

Comedy Cues

Irreducible Minimum

"Johnnie," asked his mother, "what is all that noise on the back porch?"

"Mother, there's a thousand cats out there," said Johnnie, after a survey.

"Johnnie, you shouldn't exaggerate so. Now, how many are there?"

"There's five hundred, anyway."

"Are you sure?"

"Well, there's fifty."

"Johnnie, did you count them?"

"Well, there's our cat and Thompson's and I won't come down another cat."—American Boy.

Wants to be Sure

Our old friend Rastus was in trouble again, and the sheriff asked him if he were guilty or not guilty.

"Guilty, suh, I think," replied Rastus, "but I'd better be tried to make sure of it."—The Furrow.

Tackled Too High

Convict (reading newspaper): "Dere's justice for yer! A football player breaks two men's jaws and another man's leg and is de lion of de hour, while I gets ten years for only stunnin' an old guy wid a blackjack."

Shrinkage?

Buyer: "I sent my little boy for two pounds of candy and you sent only a pound and a half."

Retailer: "My scales are correct, madam. Let's weigh the boy!"

Teacher—Why is your examination paper covered with quotation marks?

Boy—Out of courtesy to the boy who sat in front of me.

Teacher—And why all the question marks?

Boy—Out of courtesy to the boy who sat behind me.

"Going around with women a lot keeps me young."

"How come?"

"I started going around with them four years ago, when I was freshman, I'm still a freshman."—Oklahoma Teacher.